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ABSTRACT

This guidebook for preservice secondary student teachers outlines in detail the techniques for relating field experiences to the academic work in the university classroom. It assumes a progressive involvement on the part of the student teacher, beginning with active observation and leading to tutoring, working with small groups, teaching a whole class, developing a unit of instruction and planning an entire course. At each step the manual offers some guidelines, forms, examples and formats. The first chapter suggests that the preservice teacher begin with classroom observation and keep a log of observations. The second chapter moves the teacher into one-on-one encounters with students through tutoring. Chapter three discusses effective ways of working with small groups while chapter four covers teaching a whole class. In the fifth chapter, how to develop a unit is discussed, and chapter six deals with planning an entire course. Sample log sheets and evaluation forms are provided in the appendix along with a checklist to help student teachers become acclimated to the school environment. (JD)

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TEACHING IN THE SECONDARY SCHOOLS:

A Guide for Pre-Service Teachers

"Developmental Edition II"

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INTRODUCTION

The certification programs in secondary education at the University of Illinois at Chicago are built out of three types of courses: general education in the liberal arts and sciences, content courses in the various subject matter fields and professional classes in education. Clinical experiences form bridges between these latter courses and the secondary schools. Here pre-service teachers apply their university learning under the supervision of master teachers and a university faculty member. In the best of situations, the general education background and the proficiency developed in an academic major will also be directly applicable to the work in the schools.

The purpose of this guide is to set up a dynamic between the experiences in the schools and the university world. It assumes a progressive involvement in the schools beginning with active observation and leading to tutoring, working with small groups, teaching a whole class, developing a unit of instruction and planning an entire course. At each step, the manual offers some guidelines, forms, examples and formats. A companion volume will supply pertinent readings from the professional literature.

Our approach assumes that clinical experiences in the school are only one part of a longer sequence of activities. Every visit to a classroom should be preceded by a period of planning and preparing and following by some type of evaluation and reflection. A journal recording these thoughts and collecting these experiences provides an excellent way to utilize them for continued professional development. As we mature as teachers, we also, by definition, grow as students and become more complete human beings.

At the University of Illinois at Chicago, pre-service teachers take courses in philosophy and history of American education, human psychology, curriculum and instruction, special learning situations and evaluation. Methods of teaching one's chosen discipline are required and, of course, student teaching rounds out the program. Field experiences attached to these courses expect students to take the theoretical perspectives of the university courses and apply them to real-life situations in the elementary, junior high or high school classrooms or even to other non-school settings. The first three chapters in this volume offer suggestions and guidelines for organizing these field experiences and for making the best use of the time in these various settings. The first chapter suggests that the pre-service teacher begin with classroom observation. The second chapter moves the teacher into one-on-one encounters with students through tutoring. Next, the beginning teacher works with small groups of students. At each stage, new understandings and new perceptions will arise: about ourselves as teachers, as students of education and as persons involved in a helping profession. One way to chart this development is to keep a log of the field experiences. One also needs to reflect on the value of each experience and the nature of the site itself. Understanding the various factors that contribute to the

milieu of the school will help in re-creating the best of those experiences. Sample log sheets and evaluation forms for clinical experiences before student teaching are provided in the Appendix.

Student Teaching is usually the first chance for pre-service teachers to assume full responsibility for any class and the full range of activities and duties of a teacher. Here the formal preparation in a teacher's academic discipline or area(s) of expertise becomes really valuable. Student Teaching offers a chance to understand the milieu of the school. It challenges the teacher's interpersonal skills, as he or she develops successful working relationships with students and colleagues. It tests the teacher's energy, creativity and persistence, since daily preparation, the conduct of classes and associated duties often seem to require Herculean efforts. Coping with the social, political and managerial aspects of the school environment can be traumatic. However, the rewards and benefits are tremendous. Student Teaching is an opportunity to learn about ourselves: who we are as teachers, who we are as persons, who we are as students--echoing the themes of Chapter I and the same perspectives that dominate our life-long careers in education.

The Appendix includes a checklist to help student teachers become acclimated to the school environment. It highlights some of the key ancillary functions of any school.

Although student teaching provides a brief, formal initiation to the life and work of a teacher, the first year of full-time teaching introduces new issues and experiences. Beginning teachers often identify mentors who in some respects replace student teaching supervisors or favorite professors as role models. As we learn to "fit into" the school environment, we learn also to analyze how the institution operates. Time for evaluation and reflection was built into the pre-service program through seminars, methods courses and journal writing. But time for self-evaluation and reflection and maybe even journal writing is equally important for full-time teachers. To get started on the right foot, Chapter VI provides some suggestions for planning a course. As one goes about this exciting task, it is always helpful to develop some contact with colleagues who have taught similar courses in the past.

Teaching in secondary schools, like teaching in colleges or elementary schools, is really a matter of life-long learning. Join us in that adventure. Help us keep the fire of curiosity burning and the lamp of enlightenment lit. And pass it on. Take the flame from here to there. Then you will have caught the spirit of the University of Illinois at Chicago and helped us to fulfill its mission.

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TEACHING IN THE SECONDARY SCHOOLS: A GUIDE FOR PRE-SERVICE TEACHERS

Gerald A. Danzer and Maryhelen A. Matijevic

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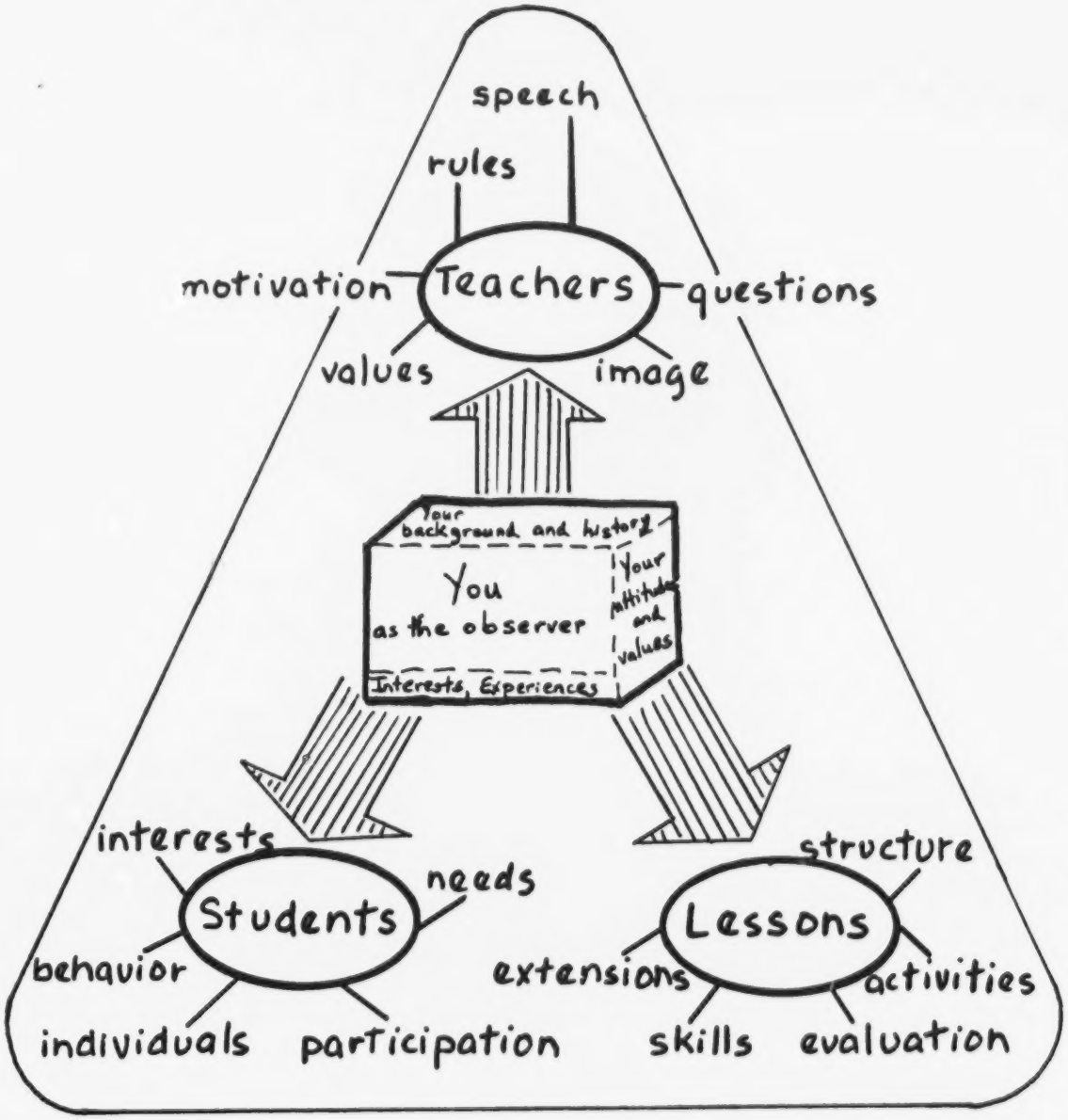
I. OBSERVING A CLASS



I. OBSERVING A CLASS

Usually too much is happening in any classroom at any time for a single observer to see, understand, and evaluate it all. But a purposeful student will catch and process more of the action than a casual observer. Here is a guide for observation which will help you become a more efficient and perceptive observer.

It will serve you best if you will familiarize yourself thoroughly with all parts of the checklist before going to the school. When placing its principles into action, watch for specific actions and attitudes, specific stimuli and responses, and specific evidence of what is being learned.

A courtesy would be to share your outline, objectives or observation with the teacher you are observing. He/she will want to know about your observation tools and your ultimate analysis.

Use the notes you make during your observations to write a reconstruction of what you saw. Your reconstruction should describe one specific class period and should include:

a) a description of the setting: the school, the course, how many students were in the class, how many were in attendance on the observation day, assignments, materials, and the level of the class (i.e.: Advanced Placement, honors, regular, essential tracks)
b) a recounting of what seemed to be happening
c) a tentative explanation of why these particular things were happening
d) alternate lesson ideas: how else might that class have been conducted? (These are not meant to be a criticism of the teacher. Rather they are an attempt to hypothesize how you might teach the class differently, based upon your own background, philosophy and inclinations.)

A. OBSERVING THE TEACHER

1. Image. What image did the teacher project? Did his/her dress, mannerisms, and general approach contribute positively to this image? Did "cosmetic concerns" or habits interfere with the lesson? Did the teacher have eye contact with the class? What messages were conveyed by the teacher's body language? Did he/she seem to have rapport with the students? How would you characterize the teacher's attitude toward the class?

2. Speech. Note the teacher's speech in terms of volume, projection, fluctuation, grammar, vocabulary or quality of interest. Were these characteristics appropriate to this class?

3. Values. Did the actions and words accurately reflect his/her announced purpose or sense of values? For example, was he/she courteous? Did the teacher seem to enjoy being with the students?

4. Motivation. What motivational signals did the teacher use? How did he/she stimulate, encourage or motivate the students as individuals and as a group? What did this lesson demonstrate about the teacher's philosophy of education?

5. Questions. What kinds of questions did the teacher ask? Did they encourage and test for different cognitive levels? How did the teacher receive questions from the class?

6. Rules. How did the teacher conduct the classroom? What were the rules that seemed to be established for the class?

7. Discipline. How were discipline problems handled? Was there any apparent effort to avoid or eliminate disturbances? Did the teacher's action(s) encourage or discourage particular problems?

B. OBSERVING THE STUDENTS

1. Individuals. Could you get to know the students as individuals by observing the class? Why or why not?

2. Participation. To what extent did the students participate in the class? Were there obvious student leaders in the class, who motivated student interest or monopolized class activities? What was the nature of their participation? Were students expected to initiate discussion as well as respond to questions? Were students respectful to one another and the teacher? Were students doing classwork related to this class, or were they distracted by other work?

3. Needs and Interests. Were the needs and interests of the students as individuals considered in the development and execution of the lesson? Did they actively participate in the planning and/or the

evaluation of the session?

4. Behavior. What needs and interest of the students were suggested by their behavior during the lesson? How did the teacher acknowledge these factors?

C. FOLLOWING THE LESSON

1. Structure. How much time was required to complete the daily class business (attendance, makeup work, distribution of materials, etc.)? Was the class interrupted by distractions (announcements, messengers, etc.)? Did the lesson have a clear structure? Was its purpose announced at the beginning of the class? Did it follow a rationale? Was its purpose carried out effectively? Was the purpose appropriate for this particular group of students? Why or why not?

2. Activities. Was the period divided into several activities? Were these activities integrated well? How did the teacher provide for transitions?

3. Student involvement. Was there an appropriate balance between teacher-directed and student-oriented activities? Was there provision for students to work individually and in small groups? How did the teacher encourage student-oriented activities?

4. Extensions. Did the teacher make suggestions for further study and investigation? Was homework assigned as a natural conclusion to the lesson?

5. Focus on students. How did the class utilize homework or previous knowledge? Was incidental learning encouraged? Did the lesson plan have enough flexibility to capitalize on the special teachable moments? Did the teacher adapt smoothly to the unexpected?

6. Curriculum. Did the lesson relate to other courses, current events or the personal interests of the students? How?

7. Evaluation. Was the lesson successful as a whole? Why or why not? How could the lesson be improved? What alternatives could be considered?

D. FOCUSING A CLASSROOM OBSERVATION: IDEAS TO GET YOU STARTED

1. Draw a diagram of the class as an instructional unit, referring to modes of instruction and the time spent on any mode. See part V:D and the Unit Planning Guides for examples.
2. Focus on one student. What did he/she do during the class? Maybe an interview after class might clarify the behavior you observed.

3. Perhaps after a conversation with the teacher, research on the background of the school or extended observation of the institution, you can detect the connections between the lesson and a) the course, b) the curriculum, c) student interests, d) the lives of the students, e) contemporary affairs, or f) school life.

4. Focus on student development. What was expected? How did students measure up to these expectations?

5. What kinds of materials were used? How many kinds of resources were used? Did the lesson use primary sources?

6. How did the teacher handle controversial issues?

7. Write a script for a typical day in this class.

8. What were the objectives for the class you observed? Were they connected to yesterday's or tomorrow's lessons?

9. What method(s) did the teacher employ to carry out these objectives? Was there a momentum in this lesson? Did its themes/concepts overlap and intertwine?

10. Describe the learning environment in detail. Draw a diagram of the physical arrangement of the classroom. Are there bulletin boards? What are the first words you would use to label the social /intellectual/growth climate here?

11. What were the rules by which this class is managed? Were they effective?

12. Outline the content that was covered during this class. At what cognitive levels did the class operate? Was the affective domain addressed?

13. Was the class period characterized by variety?

14. Ask the teacher how he/she would describe his/her style in the classroom. Autocratic or democratic? Artistic or scientific? Or some place along the continuum between these poles? Can you note examples of this style(s) during the class?

15. Did the students appear to be interested/involved in this class? Why? Why not?

16. Under what circumstances did evaluation take place in this class? What techniques did the teacher utilize to evaluate students? What incentives for learning were evident in this class?

17. Did the teacher exhibit "with-it-ness" or give evidence of a good rapport with the students?

E. SAMPLE ENTRIES FROM JOURNALS OF CLASSROOM OBSERVATION

Classroom observation is enhanced and made an interactive process when the pre-service teacher keeps a journal of his/her thoughts and uses it to analyze the situations observed. Several selections from journals kept by pre-service teachers suggest the range of possible analysis and reflection.

They date from 1986 and 1987 and appear as they were submitted in unedited form.

Note that the first three selections have been given titles. The rest of the excerpts have a blank line for you to suggest titles of your own.

"Learning this History"

I'm going to be learning this history like the students. It's been so long since I studied these topics. I'll be mulling over the text like they will, and an abundance of other sources. I'm concerned about giving students the right information and portraying the concepts accurately, then applying these ideas to contemporary events...They say student teachers adopt the style of their cooperating teacher. What will I become? I'm working with people whose styles are at opposite ends of the spectrum...a teacher-centered class and a student-centered, Deweyan class...Will I become Dr. Jekyll and Mr. Hyde?

--Male Student Teacher in a Suburban School

"Scrapping the Lesson Plan"

The class began with the teacher asking a few questions on the reading from the night before. The student response was zero. No answers after ten minutes of prodding. Then the teacher utilized characteristics described as "artistry" in teaching (Louis J. Rubin, 1985) by scrapping the lesson plan and trying something else. She asked the students to take out their textbooks and read for ten minutes on a subtopic in the chapter which had been assigned. Surprisingly, they read for ten minutes--and the teacher proceeded with the next portion of her plan.

--Female Pre-Service Teacher in a Suburban School

* * * * * * * * * * * *

"Don't Forget the Traveler"

My plans include covering a lot of material. We'll see if I can keep to the schedule. Though it is important that the students keep up with me. The old adage comes to mind: if you're going to take someone to the airport and you leave without the traveler, you really haven't done your job. I guess I'll learn how to adjust the theoretical plan to the realities of the class...

--Male Student Teacher in a Suburban School

* * * * * * * * * * * *

Today I arrived at school at 7:30 a.m. and proceeded to the Social Studies Faculty Office where I proctored five student tests. These students were making up tests that they had missed due to absence. I noticed that often quizzes are "open notes." I find this interesting because apparently if a student wanted to copy the entire chapter from the textbook, he/she could utilize it for the test or quiz. Anything written is permitted but

xeroxing of the textbook or other student notes are not permitted. I'm not sure that I agree with this concept but I will withhold judgment until I have a chance to think about it some more.

--Female Pre-Service Teacher in a Suburban School

* * * * * * * * * * * *

In my observations of Miss _____ and Mr. _____ I am overwhelmed with teacher organizational strategies. Together they have over thirty-five years of teaching and they have mastered the art of organizing instruction. Through the years they have collected countless papers and materials on every subject imaginable. When I'm observing these two professionals, I get somewhat frightened. Did it take them ten years to get this good or did it happen after just a couple of years? When will I get this good?

--Male Pre-Service Teacher in a Suburban School

* * * * * * * * * * * *

I have been in this classroom once a week for five weeks but I have only just noticed today that the classroom is very sterile. There is not one poster, artifact or decoration--not even a map visible to the student.

--Female Pre-Service Teacher in a Suburban School

I have to admit that through my observations I have become somewhat frightened of student teaching. My most pressing question is whether I know enough of the material. I sit in some classes where I'm not sure I know the answers to the teacher's questions. Is this feeling common among pre-service teachers? Do the answers to these questions come through years of experience and preparation?

--Male Pre-Service Teacher in a Suburban School

* * * * * * * * * * * *

When I sit and observe in the classroom I get excited about being up in front of the class and making things happen! I have to keep that enthusiasm strong to be an effective teacher. Certain students are going to be very challenging; that can be a little scary...

--Male Pre-Service Teacher in a Suburban School

* * * * * * * * * * * *

I arrived at the school and introduced myself to the contact person as a pre-service teacher. The contact proceeded to introduce me to Mr. _____ with whom I shall be working. They were more than pleased to accept me and my questions, which was a great relief. My earlier observations in other schools were with administrators/teachers who were very formal and regimented...I used to think that when I became a teacher and some pre-service teachers approached me my first words would be 'you have to care about the learners.' Mr. _____ did no such thing and I intend to follow his example. Instead he quickly explained his attendance recording system, his philosophy and then got to work. He did not state that he cared about his learners, he showed me that he did. The fact eases into one's mind, sight, hearing and reason that Mr. _____cares.

--Male Pre-Service Teacher in an Urban School

Negative attitudes...Once negativism pervades a group, the group dynamics totally change. People probably respond more quickly to feelings of defeat and negativism than good influences. If you have a winning team, it takes a lot of energy to maintain a level of excellence and even more energy to go beyond it. Negativism concedes defeat and provides an easy out as far as energy output. How does one counteract these forces of negativism? I believe one place to start is gratitude, for all that is good and positive about the place. Another area is accentuating the positive instead of chastising people for their mistakes--the Hawthorne effect. The third thing to avoid is gossip--the "Dirty Laundry" syndrome. No game-playing or insincerity but honesty must prevail.

--Female Student Teacher in a Suburban School

* * * * * * * * * * * *

This week as a student, I've learned a great deal. My cooperating teacher taught to his strong suit this week, so many new ideas and perspectives on Napoleon came to light. He has all sorts of interesting and little known details of Napoleon's life which he shared with the students and he is an expert in Russian history as well. I hope he doesn't sit in on my class when I do my version of the Russian Revolution. It will be lousy in comparison. In preparing lesson plans for my first classes next week, I reviewed a lot of information which I studied long ago. I'm going to have to re-learn some of this stuff too--it's so time-consuming to prepare thoroughly and deeply. I don't want to be embarrassed by student questions which I cannot answer.

--Male Student Teacher in a Suburban School

As a person I've grown in many ways. I've committed myself to doing a good job, I've dedicated myself to becoming the best teacher I can be, I've begun to take the steps necessary to preparing for the first classes I'll teach...I've got a few days to think about the first class, and I'm growing very nervous...

--Male Student Teacher in a Suburban School

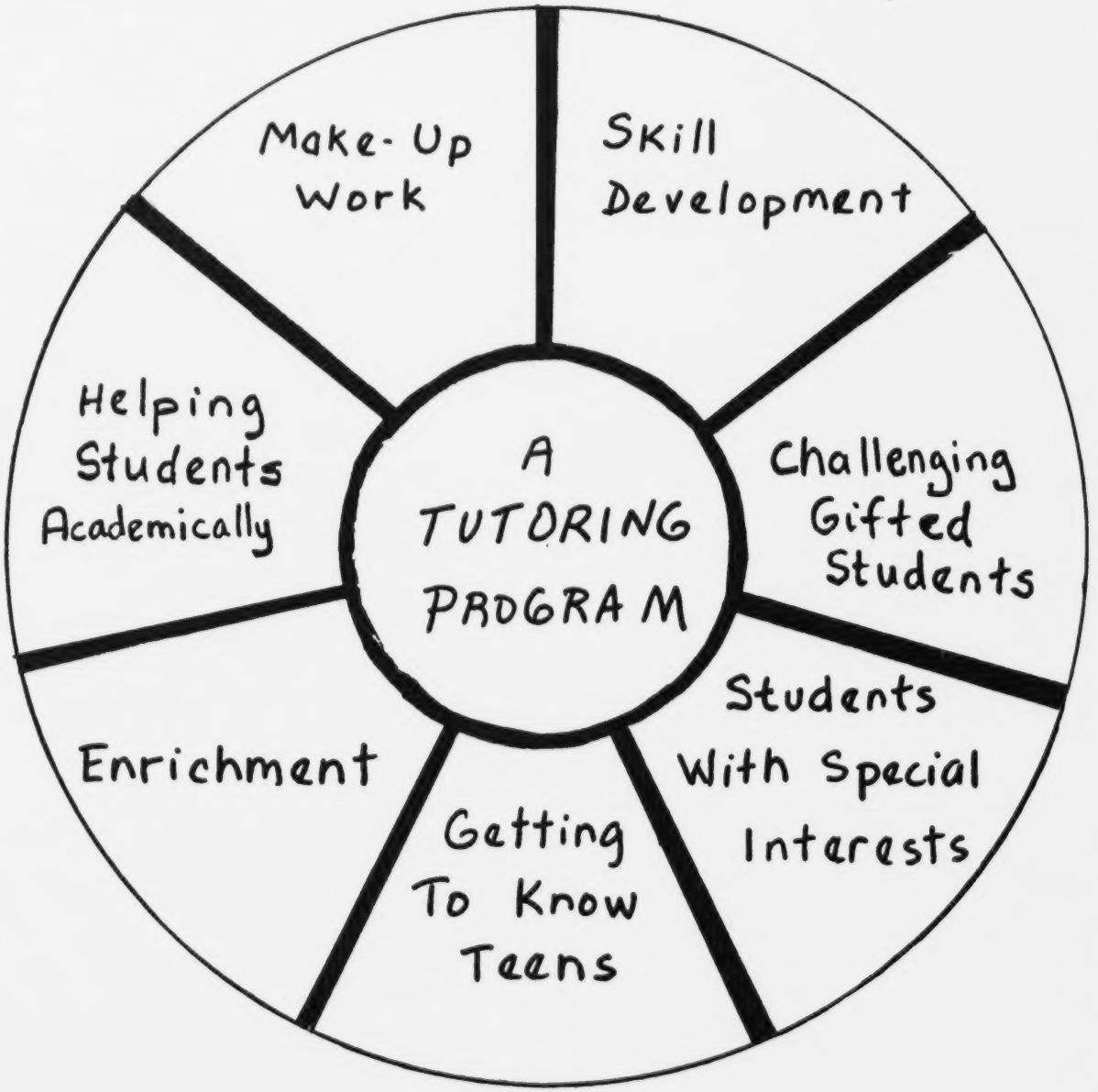
* * * * * * * * * * * * *

SEMINAR QUESTIONS

Try one of the techniques suggested for observing the teacher, the students, the lesson or focusing the classroom observation. Was your observation improved by focusing the experience?

Compose a journal entry of your own describing and analyzing your observations. Organize your reflections by addressing these areas of learning:
How did I grow as a person?
How did I grow as a student?
How did I grow as a teacher?

II. TUTORING


Make-Up Work
Skill Development
Helping Students Academically
A TUTORING PROGRAM
Challenging Gifted Students
Enrichment
Getting To Know Teens
Students With Special Interests

II. TUTORING

Someone once said that the ideal learning situation was Mark Hopkins on one end of a log and a student on the other. A log is no longer found in most area school grounds, but the opportunities for one-on-one instruction nevertheless are present in every school setting. They furnish excellent opportunities for pre-service teachers to learn about teen-agers and the instructional process as well as providing opportunities for helping students, enriching the curriculum, and making up work lost due to absences.

Tutoring offers many opportunities for pre-service teachers to demonstrate how they can function as highly skilled professionals and valued members of a teaching team. Each individual should try to construct a tutoring program as part of their clinical experiences. It would be advantageous to work with one particular student over an extended period of time so that you could really get to know him or her. A complete program would also include informal sessions where you assess student attitudes and interests, challenge gifted students, or encourage the development of various special interests.

More formal tutoring sessions might address the development of basic skills, the review of subject matter, or the design of a research project. In any event, each tutoring session will be of the greatest benefit to all concerned if it is given some serious thought beforehand and some reflective thinking after the session has been completed. Our suggestions start by sorting out some basic ideas on different tutoring sessions, then by providing a format for pre-service tutoring reports, and finally by supplying some sample materials that might prove useful in a wide variety of situations.

A. TUTORING STUDENTS WHO NEED ADDITIONAL HELP

1. Before you can effectively plan for a tutoring session, you need to know the specific problem which the student faces.
2. Meet with the student's teacher and determine specific needs, type of instruction and materials suitable to the task.
3. Be sure to have a specific objective in mind when starting a session. Communicate that objective to the student.

4. Before you begin formal instruction, find a way to develop a rapport with the student.
5. Maintaining a business-like, task-oriented approach will help the student to concentrate.
6. One of the hardest but most important jobs of a tutor is to find reading materials or other learning materials which the student can master.
7. One often must create alternative curriculum materials to supplement the basic textbook.
8. Consider matching the student with another student with whom he/she might be better able to communicate. Peer-tutoring allows for many other kinds of student success affirmation and social interaction, as well as learning.
9. Identify several ways in which the student might practice the deficient skill.
10. Set a specific goal for the student's independent practice of the skill and regularly check on the student's progress. Be sure to give him/her regular feedback.
11. Find an appropriate way to reward the student's successful mastery or completion of an assigned task.
12. A regular meeting place will develop a work routine and enhance concentration. A private place might set both the student and the tutor at ease.
13. Consistency is very important in tutoring.

B. TUTORING FOR ENRICHMENT

1. In many ways tutoring for enrichment has parallels to tutoring students who need additional help.
2. In this situation, your challenge is to find a high interest document, artifact, experience or activity.
3. When considering an activity, note how it fits within the course parameters or connects with the student's interest.
4. It is helpful to type out guidelines or directions on how to use the item/activity.
5. Offer "extensions" which suggest how the student can continue the activity or explore new dimensions of the topic after the tutoring session has ended.
6. Discuss the learning activity with the student, helping him/her to critically analyze it and to describe how it fits within the current unit of study. This is often a good way to end the session.

C. TUTORING FOR MAKEUP WORK

1. First, find out what specific assignment or quiz/exam the student has missed.
2. Analyze the work to determine what the objective(s) was. Clarify any uncertainties with the teacher.
3. Be sure that the student is fully aware of the learning objectives, then give the assignment or administer the quiz/exam.
4. Be prepared to offer help if problems arise as the student does the assignment.
5. If the teacher requests, grade the assignment/quiz/exam when the student has completed the work.
6. Report the evaluation to the student, and discuss the results with him/her.

About the Tutoring Sessions

When might you and the student meet? (Choose a time convenient for both of you.)
Where might you meet? (A regular, quiet place might be conducive to serious study.)
What objective(s) might you consider for the session(s)?
What possible methods can help to fulfill these objectives?
How will you determine the success/failure in meeting these objectives?

D. GETTING STARTED

After considering the questions "About the Tutoring Sessions," in the box above, it is important to give some thought to an effective beginning. The following work sheet on "An Introductory Interview" offers a logical and meaningful way to "break the ice" between tutor and student. "A Tutoring Log" is similar to a lesson plan for a tutoring session. Three examples of how teachers have used "A Tutoring Log" are given. You will notice that one tutor used the log both in preparation for and after her first session with a student. The second tutor's assignment was to introduce a student to the library. Clearly he was effective since the student became quite interested in the atlases. The third tutor served as a facilitator for a student doing a research paper. A common problem of getting down to business and following some systematic program were addressed by focusing on a handout. Finally, it may be useful for you to keep a record of your work as a tutor. Some schools or teachers may require that you maintain such a record for each student that you tutor. "A Tutoring Record" provides one such format.

AN INTRODUCTORY INTERVIEW

TUTOR'S NAME_____DATE_____

STUDENT'S NAME_____ YEAR IN SCHOOL_____

COURSE_____

ABOUT THE TUTOR

Introduce yourself. Give some personal background(about your reason for being there; maybe comment on the school, the class, some mutually interesting activity, some specific item of interest, etc.)

ABOUT THE STUDENT

Ask, in a non-threatening way, about the student's background. (Hobbies, interests, family, siblings, what is important to them about school, interests outside of school, plans for the future, etc.) Listen to and respect their interests and feelings.

What is the best thing that has happened today? this week? this year? (If possible, use the response here to lead into the next phase of the interview.)

ACADEMIC PROGRESS

Does your progress in the course need to be improved? Why? (Possible troublesome areas: content; pace of class; use of class time; attention; motivation; skills: reading, writing, speaking)

How might troublesome area(s) be addressed? (A negotiated solution to an academic problem might be most effective.)

A TUTORING LOG

TUTOR'S NAME_____DATE_____

SCHOOL_____

STUDENT'S NAME_____

COURSE_____YEAR IN SCHOOL_____

Reason(s) for Tutoring:

Planning for Tutoring

1. Ideas on how to get started:

2. Ideas on how to conclude the session:

3. Materials needed:

Evaluating the Session

1. Content:

2. Skills:

3. Attitudes of the student:

Comments and Personal Reaction of the Tutor (continue on the reverse side):

A TUTORING LOG

TUTOR'S NAME *Mary English* DATE *12 Oct.* *1987*

SCHOOL *Chicago Circle High*

STUDENT'S NAME *Debbie Dearborn*

COURSE *American History* YEAR IN SCHOOL *Junior*

Reason(s) for Tutoring:

1. *Getting to know a teenager*
2. *Student thinking about college--needs encouragement*

Planning for Tutoring

1. Ideas on how to get started:

Tell Ms. Dearborn that I need her to help me with a UIC assignment; Get her assent, then go through "An Introductory Interview" (p. 23)

2. Ideas on how to conclude the session:

Ask her what she thought about this assignment; Why do professors at UIC want us to do this sort of assignment?

3. Materials needed:

"An Introductory Interview" p. 23

Evaluating the Session

1. Content:

Ms. Dearborn wanted to know a lot of details about college life.

2. Skills:

Ms. Dearborn asked good questions and was a good listener.

3. Attitudes of the student:

I got the impression that Ms. Dearborn did not like to write.

Comments and Personal Reaction of the Tutor (continue on the reverse side): *I had no idea a teen could have such a mature outlook in some ways, but be so fearful of the future in other ways. It reminded me of a discussion in our educational psychology class last year...*

A TUTORING LOG

TUTOR'S NAME *Joe Geometry* DATE *25 Jan. 87*

SCHOOL *Hard Rock Institute*

STUDENT'S NAME *Harold Burns*

COURSE *World History* YEAR IN SCHOOL *Sophomore*

Reason(s) for Tutoring:
Assigned by teacher of Mr. Burns--
He has never done research in Library.

Planning for Tutoring

1. Ideas on how to get started:
Suggest that using the Library is something like a military campaign. We need a "plan of attack" for "charging Library Hill."

2. Ideas on how to conclude the session:
Go to the school library to locate and practice using the card catalog, the Reader's Guide and an encyclopedia.

3. Materials needed:
"Charging Library Hill" (Chicago Neighborhood History Project handout II:3a)

Evaluating the Session

1. Content:
Mr. Burns has very little knowledge of geography.

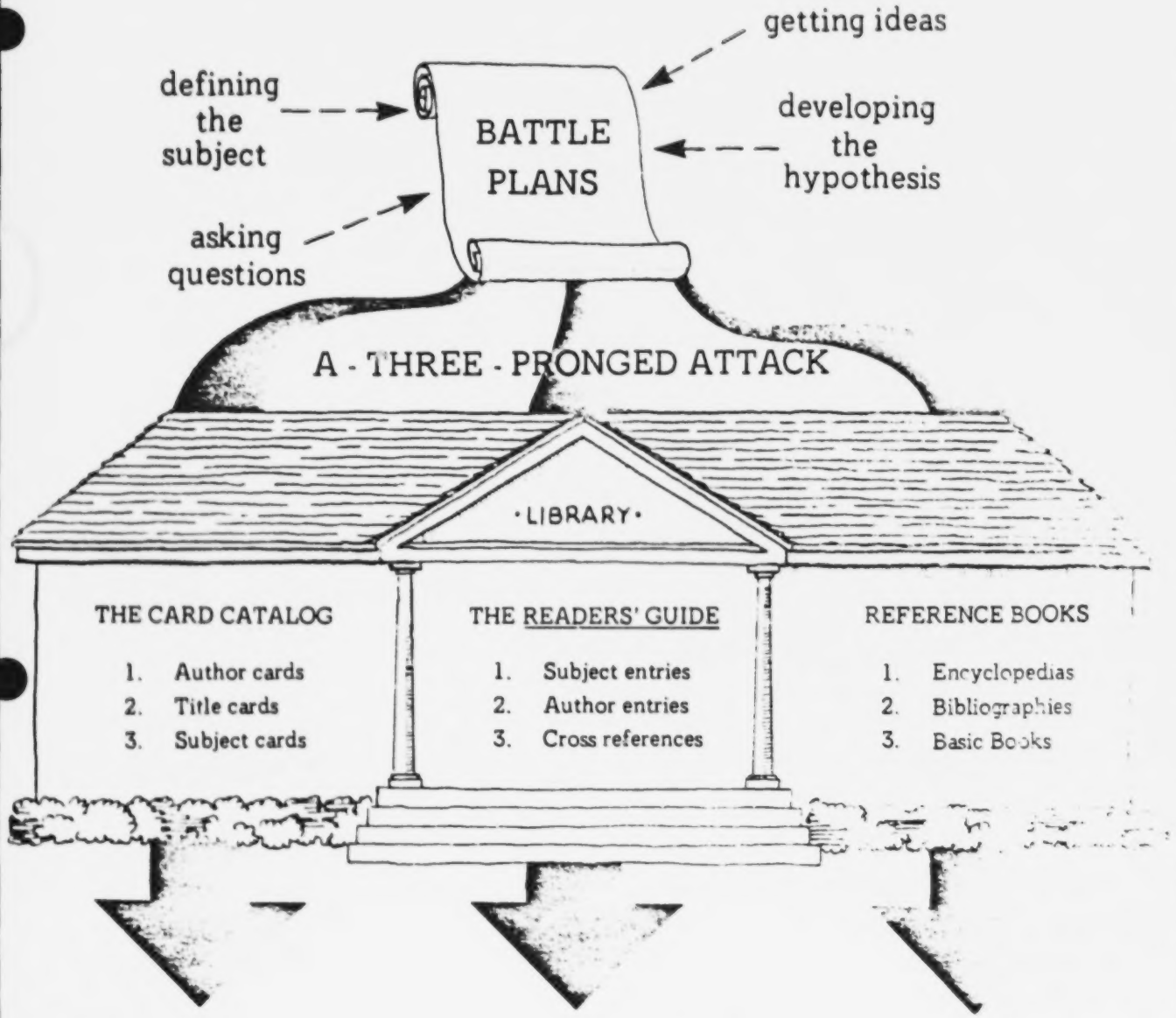
2. Skills:
We spent most of the period looking at different types of atlases.

3. Attitudes of the student:
The session started slowly. Mr. Burns was very passive. He became interested when we started examining the maps.

Comments and Personal Reaction of the Tutor (continue on the reverse side): *Mr. Burns said that in his opinion, every Hard Rock student should have this type of personalized introduction to the Library. I was delighted to see him warmup to the task, but we got side-tracked by those atlases. Next time I will...*

II:3a

CHARGING LIBRARY HILL



When locating a book on the shelf, check the titles of surrounding books. You may discover some additional useful sources.

When using the Readers' Guide, jot down additional subject headings to check in the card catalog.

When checking the reference shelf, ask the librarian to suggest other basic books and finding aids.

A TUTORING LOG

TUTOR'S NAME *Clio Bancroft* DATE *1 May 87*

SCHOOL *Springsoft North*

STUDENT'S NAME *May Flower*

COURSE *English Literature* YEAR IN SCHOOL *Senior*

Reason(s) for Tutoring:

Gifted student; college scholarship;
Her teacher thinks she needs help with doing a research paper.

Planning for Tutoring

1. Ideas on how to get started:

Describe how I learned to do research papers at UIC;

2. Ideas on how to conclude the session:

Give her a copy of a "Plan of Attack" and cut up a copy to make a bookmark for her.

3. Materials needed:

"A Plan of Attack: Seven Steps in Writing a Research Paper"
(Chicago Neighborhood History Project Handout II:1a)

Evaluating the Session

1. Content:

Ms. Flower thinks she knows it all--but doesn't

2. Skills:

She has lots of talent and has lots of skills, but no discipline.

3. Attitudes of the student:

She liked the bookmark, but I have a feeling she will try to skip several steps whenever she writes a term paper.

Comments and Personal Reaction of the Tutor (continue on the reverse side): *How can we as teachers help those students who do the regular assignments so easily? I need to talk to someone about my plan for challenging gifted students. I would...*

A PLAN OF ATTACK

SEVEN STEPS IN WRITING A RESEARCH PAPER

I. Getting an Idea
   - A. Looking around
   - B. Talking to people
   - C. Thinking about the topic

II. Defining the Topic
   - A. Developing the hypothesis
   - B. Limiting the scope of the project
   - C. Scheduling your time

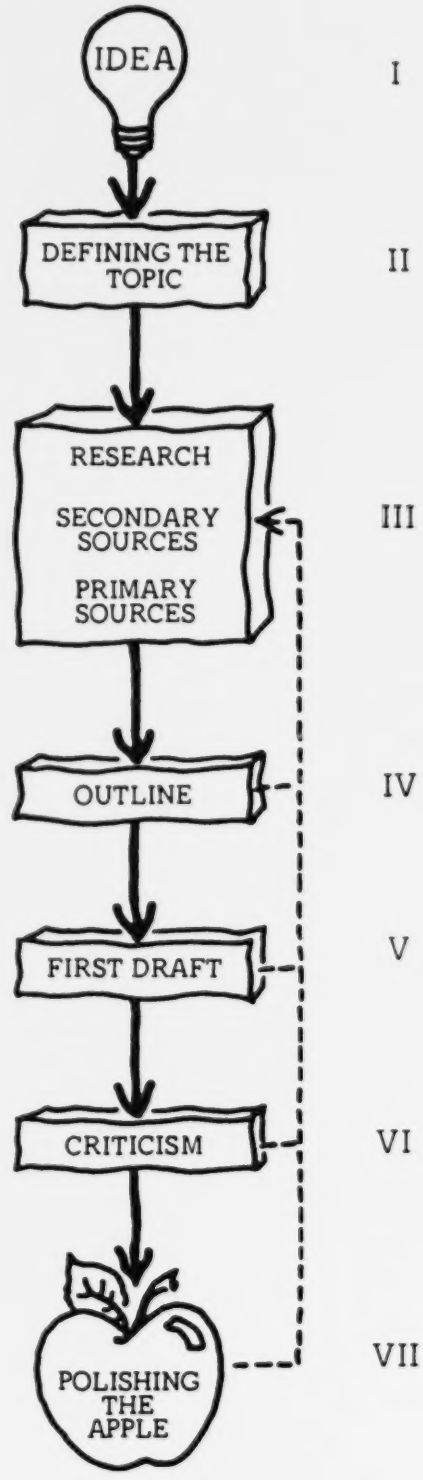
III. Researching
   - A. Researching Secondary Sources
     1. Developing a bibliography (3 x 5 cards)
        - a. Using the card catalog (books)
        - b. Checking the Readers' Guide (articles)
        - c. Consulting the librarian
     2. Consulting basic books for background
     3. Taking notes (4 x 6 or 5 x 8 cards)
   - B. Researching Primary Sources
     1. Developing a bibliography (3 x 5 cards)
        - a. Checking footnotes and bibliographies
        - b. Using institutional and community resources
     2. Taking notes (4 x 6 or 5 x 8 cards)
     3. Listing new ideas, questions, sources to check

IV. Outlining the Paper
   - A. On the basis of your hypothesis
   - B. On the basis of your notes
   - C. On the basis of new ideas from your list

V. Writing the First Draft
   - A. Using the outline to organize your notes
   - B. Writing one paragraph at a time
   - C. Developing the footnotes
   - D. Employing special care to:
     1. State the hypothesis in the introduction
     2. Answer the key question in the conclusion

VI. Criticizing the First Draft
   - A. By outside readers
   - B. By yourself

VII. Polishing the Apple
   - A. Checking the first draft for:
     1. Grammar, punctuation and spelling
     2. Form and prose style
     3. Content and accuracy
   - B. Revising the first draft
     1. Additional research
     2. Checking the details
     3. Rewriting
   - C. Preparing the final draft
     1. Checking for neatness
     2. Final proofreading
     3. Packaging



The Ohio Neighborhood Health Project is supported by the Ohio Arts Council

TUTORING RECORD

STUDENT _____ TUTOR _____

DATE _____ LOCATION _____ SUBJECT _____

MATERIAL TO BE COVERED	PAGES, ASSIGNMENT COMPLETED	ASSIGNMENT GIVEN, DUE DATE

SEMINAR QUESTIONS

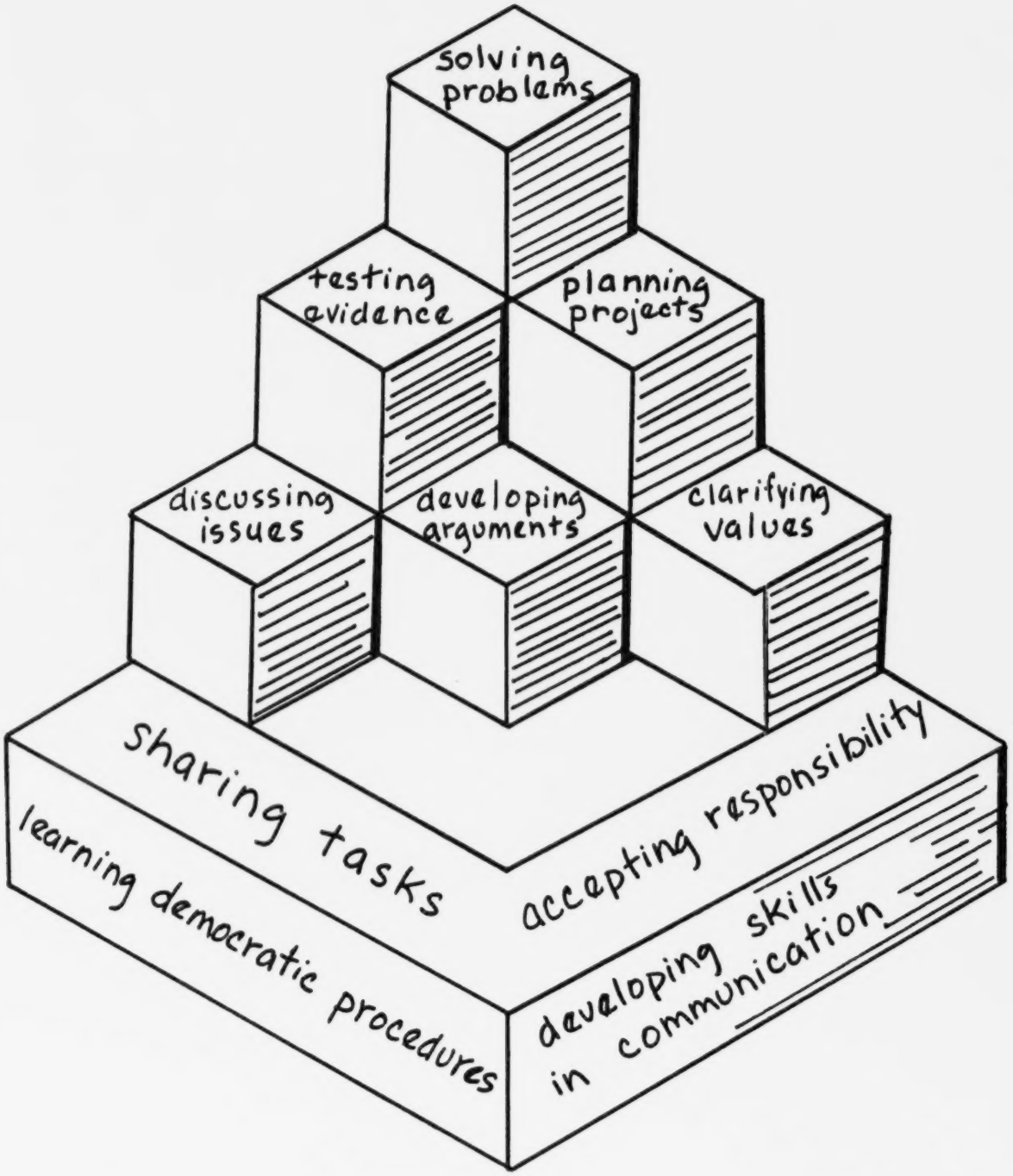
What additional questions might serve as "ice-breakers" when student and tutor first meet? What other ways might be used to develop rapport between student and tutor? Would the sharing of a personal anecdote ease the initial encounter's tension between student and tutor? Why?

When you tutor for the first time, outline a format you might follow. Why did you choose the design you described? What "feelings" did you receive from the student? Were you comfortable/uncomfortable? Why?

If you were being tutored for academic help in _____ _____, how would you like the tutor to proceed?

Did you feel your tutoring was productive? What changes do you plan for the next session?

III. WORKING WITH SMALL GROUPS



III. WORKING WITH SMALL GROUPS

When is it appropriate to use small groups in a classroom? An answer to this question might be developed in a number of ways. First, small groups give more people the opportunity to talk. This is useful when dealing with specific sets of questions or examining documents, primary sources, readings or artifacts. Small group work usually involves more members of the class and at a deeper level than whole class activities.

A second approach focuses on the nature of inquiry learning. Controversial problems or discovery episodes often seem to be more effective in a small group situation. In the third case, small groups are an effective way to divide up such tasks as the production of newspapers, exhibits, displays, etc. Small group work may also involve select members of the class in the production of a bulletin board, a service project, a managerial function in the classroom or as a representative to the school as a whole or to the community.

The following suggestions will help you prepare for this important third phase of your clinical experiences, after mastering observation and tutoring.

A. PREPARING FOR SMALL GROUP ACTIVITIES

1. Remember that preparing for small group work involves the same sequence one would use in planning for a "regular class." First of all, be sure you have a clear idea of the objective(s) to be achieved through work in small groups. The objectives need to be understandable, placed in a logical sequence and supported with meaningful activities and materials.

2. Be sure to have an adequate number of copies of the materials for distribution among the groups when the class begins. A good rule of thumb is to have five extra copies for every class. If you wish to have these returned to you at the end of the period, make sure students understand that they are not to write on the handouts. It might also be a good idea to number each student handout to assist you in making individual students accountable.

3. Prepare a clear list of guidelines/directions for the small groups. Every person must know exactly what will be expected of the group, what time frame they have to work on the assignment and how they will be evaluated on the small group work.

B. THE NATURE OF SMALL GROUP INSTRUCTION

1. If students are unfamiliar with small group work, they may need guidance on such fundamentals as how a leader is chosen (if one is necessary), how a record of their work should be kept, what efforts must be made by every member to make the group activity a success and why it is important for everyone to learn how to work effectively in small groups. Respect for one another and common courtesy are, after all, basic to the functioning of a democratic society.

2. A sharing session or summarization by the teacher at the end of the period is often a fine way to bring closure to the diverse work of the groups. Another approach would be to point out the factors which made a particular group function well.

3. Decide in advance how the groups will be formed: by drawing lots, by self-selection, by alphabetical designation, by seating arrangement, by regular group structure or by special assignment by the teacher.

4. When class begins, give the necessary directions, distribute the necessary materials, allow for the formation of the groups and wait a few minutes to permit the small group work to begin. Then be sure to circulate among groups to monitor their efforts, to answer any questions and to keep the students on task.

C. REFLECTING ON THE DYNAMICS OF SMALL GROUPS

1. At the completion of the task, the small groups should be allowed to evaluate their efforts. Evaluation might include such themes as the effectiveness of the group as a whole, the participation of each group member, the quality of the product that they developed, and the nature of the task. On some occasions, the group might delve deeper into the dynamics of the group--noting how learning took place, relating group efforts to class objectives, discussing alternative methods to learning in the classroom and describing the function of small group activities in society at large.

2. The pre-service teacher should also evaluate the small group work, perhaps following the same themes listed above and adding their rationale for using small groups to achieve the objectives of

the particular lesson.

D. A MINI-WORKSHOP ON SMALL-GROUP INSTRUCTION

1. How to set up small-group instruction
   a. Describe appropriate behavior.
   b. Make the assignment clear.
   c. Provide an opportunity to evaluate the experiences.

2. Developing materials
   a. May students keep them?
   b. Be as brief and as clear as possible.
   c. Design is important; the importance of your course demands it.

3. Exactly what is each student expected to do?
   a. Listen
   b. Talk
   c. Write
   d. Develop an analysis
   e. Make a connection

4. What is each group expected to produce? How does its effort contribute to the unit of instruction?

5. Evaluation
   a. Individual: How did I do?
   b. Within each group: How did our group do?
   c. The class as a whole: How did this activity contribute to our completion of the objectives?
   d. Teacher evaluation: Would I do this again? What changes would I make?

E. TYPES OF SMALL GROUPS

Small groups can function on a variety of tasks and in a variety of ways. Some examples follow.

1. Team Learning
   Students can be exposed to new course materials, primary sources or skills exercises in "teams." Material can be distributed to pre-determined groups and with specific instructions and guidelines, groups can develop an understanding of concepts or ideas.

2. Circles of Knowledge
This is a useful technique for review. Questions or problems are posed by the teacher to the groups and group members are required to provide answers or ideas in turn. Sharing with the whole class is a common follow-up.

3. Role Playing or Simulations
Groups can be utilized to review an old topic or begin a new topic through imaginary situations or roles. Analysis of group work by the groups or the whole class can reveal attitudes, values, interactions, key concepts, insights into behavior or fresh viewpoints.

4. Case Study
Works of literature, audio-visual media, factual accounts or hypothetical stories can provide starting points for group work. Key questions can lead the group to reason through the situation, attach values, or find solutions. Then applications can be made to the course material.

5. Brainstorming
For a limited period of time groups can analyze a specific problem, topic or situation in a free-wheeling fashion. The object is to generate as many alternative perspectives as possible to the given issue.

F. SAMPLE GROUP EXPERIENCES

Two forms are provided for work with small groups: a "Small Group Record Sheet" and a "Small Group Evaluation Sheet." Two sample lessons demonstrate the use of these forms. The first example shows groups engaged in "team learning." The second demonstrates how the "case study" might be utilized by a group, as well as modified elements of a "simulation."

A SMALL GROUP RECORD SHEET

NAME _____ DATE ____

SCHOOL _____

COURSE _____ GRADE LEVEL _____

TOPIC _____

Rationale: We planned to use small groups in this lesson because:

Mechanics: Number of students in class ____ ÷ number of small groups ____ = number of students in each group ____. How will students be assigned to each group?

Each group will need a: (A=appointed; E=elected)

- ☐ Leader/Chairperson ( )
- ☐ Recorder/Reporter ( )
- ☐ Evaluator ( )
- ☐ Name or Special Function ( )

Materials Needed:

Planning:

1. How will I get the group/groups started?

2. Is a "Task Sheet" handout needed? (if so, please attach)

3. How will the groups reach closure or apply the results of their work?

4. Evaluation procedures (individual and group)

Commentary and Reaction: (Please use reverse side)

A SMALL GROUP RECORD SHEET

NAME *Edward Fifth* DATE *2 Apr. 87*

SCHOOL *Halls of Ivy Progressive School*

COURSE *U.S. History* GRADE LEVEL *Sophomore*

TOPIC *Northwest Ordinance*

Rationale: We planned to use small groups in this lesson because:

1. *Students need to view the map close-up;*
2. *Hope to get better ideas and questions when students share information and ideas;*

Mechanics: Number of students in class *30* ÷ number of small groups *6* = number of students in each group *5*.
How will students be assigned to each group?
By rows

Each group will need a: (A=appointed; E=elected)

- ☑ Leader/Chairperson (A)
- ☑ Recorder/Reporter (A)
- ☑ Evaluator (E)
- ☐ Name or Special Function ( )

Materials Needed:
10 copies of 1790 Map of U.S. (to be returned); 30 copies of "How to Look at Old Maps" (for students notebooks; from CNHP, II:4b/1); 30 copies of "Small Group Eval."

Planning:

1. How will I get the group/groups started?

Give one map to each group and ask them to name the state in which our school would be located if this map had been followed.

2. Is a "Task Sheet" handout needed? (if so, please attach)

Yes. Each group should do the "Time" questions on the "How to Look at Old Maps" handout and discuss "Hints" 1 and 2.

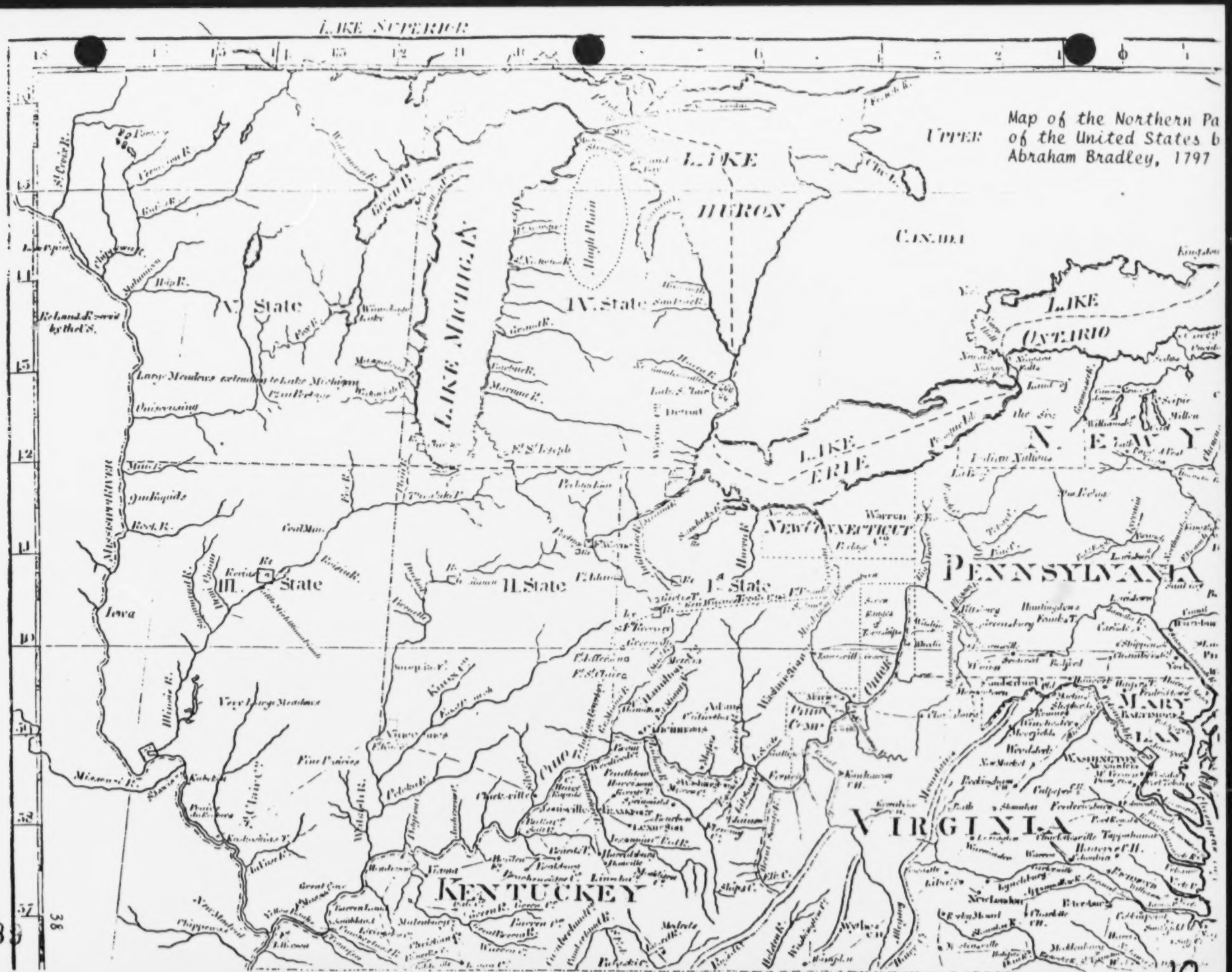
3. How will the groups reach closure or apply the results of their work?

Secretary for each group will record the answers and form a panel for discussion of the map at the end of the class.

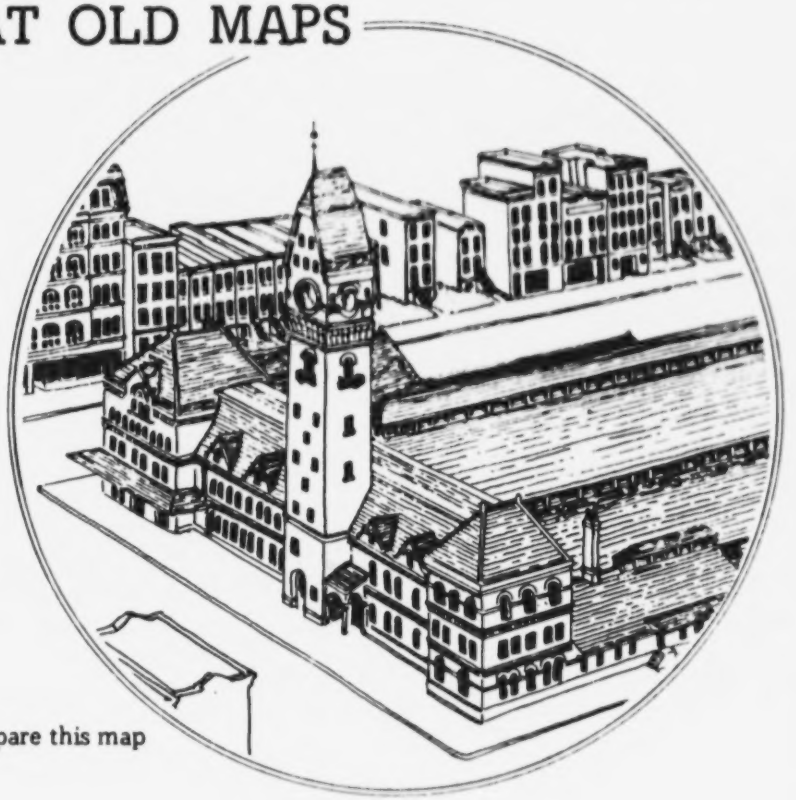
4. Evaluation procedures (individual and group)

Use "Small Group Evaluation Sheet" and have evaluators tabulate the results and report to the class tomorrow.

Commentary and Reaction: (Please use reverse side)
This took much more time than I had anticipated. Tomorrow, I am going to give these pointers to the class...


LAKE SUPERIOR
Map of the Northern Pa
of the United States b
Abraham Bradley, 1797
UPPER
CANADA
LAKE
HURON
LAKE MICHIGAN
LAKE
ONTARIO
LAKE
ERIE
V. State
IV. State
III. State
II. State
I. State
N. E. TY
NEW YORK
PENNSYLVANIA
MARY
LAN
VIRGINIA
KENTUCKEY
Missisipi River
Illinois R.
Iowa
Very large Meadows
Large Meadows extending to Lake Michigan
Portage
Ouiskonsing
Ouiskipuke
Red R.
Fine Prairies
Indian Nations
Lake
Warren
Ohio
Ohio R.
Kanhawa
Monongahela
Potomack
Shipp
Wayne
Mercer
Logan
Tazewell
Russell
Lincoln
Wood
Washington
Montgomery
Fayette
Frederick
Berkeley
Hampshire
Hardy
Pendleton
Randolph
Harrison
Monroe
Greenbrier
Kenhawa
Mason
Cabell
Wayne
Pike
Adams
Jefferson
Columbiana
Belmont
Harrison
Monongalia
Ohio
Brooke
Hancock
Washington
Allegheny
Westmoreland
Fayette
Somerset
Bedford
Huntingdon
Franklin
Cumberland
Dauphin
Lancaster
York
Adams
Chester
Delaware
Philadelphia
Bucks
Northampton
Lehigh
Berks
Montgomery
Lebanon
Northumberland
Union
Centre
Mifflin
Juniata
Perry
Cumberland
Franklin
Bedford
Somerset
Fulton
Huntingdon
Blair
Cambria
Indiana
Armstrong
Butler
Lawrence
Mercer
Crawford
Erie
Warren
Venango
Clarion
Jefferson
Forest
McKean
Potter
Tioga
Bradford
Susquehanna
Wayne
Pike
Monroe
Carbon
Schuylkill
Columbia
Luzerne
Lycoming
Clinton
Centre
Clearfield
Cambria
Somerset
Bedford
Fulton
Huntingdon
Blair

HOW TO LOOK AT OLD MAPS



PEOPLE

1. How can I use the map? Does it have a key?
2. Are people and their activities evident on the map?
3. How did people use the land? Are cultural features indicated?
4. Who made the map? Why was it made? Was it accurate?
5. Do place names provide any clues for my research?

SPACE

1. Where was this place located?
2. Which way is north?
3. How far is one mile on the map?
   (or 10 miles, or 100 miles)
4. How was the land divided? How was it used?
5. How did people get from one place to another in this area?

TIME

1. What year does the map represent?
2. When was the map made?
3. Are any changes from an earlier period evident on the map? Compare this map with a current one of the same area.
4. What changes from then until now are evident?

HINT 1

Write down the questions which come to mind as you look at an old map.

HINT 2

Divide the map into sections and make a list of inter-interesting details for each one.

HINT 3

Compare this map with others of the same area or of a similar character.

HINT 4

Relate documents, pictures, and other sources from this period to places on the map.

HINT 5

Use a Xerox copy of the map to mark points of interest.

A SMALL GROUP RECORD SHEET

NAME *David Johnsen* DATE *5 Feb. 1987*

SCHOOL *Jackson Community High School*

COURSE *World History* GRADE LEVEL *Junior*

TOPIC *Introduction to the 20th Century*

Rationale: We planned to use small groups in this lesson because:

In groups, students will generate more ideas on the issues. Students will develop an opinion that can be defended. Students will perhaps be more confident and thorough if they have a group with which to think and prepare.

Mechanics: Number of students in class *25* ÷ number of small groups *5* = number of students in each group *5*.

How will students be assigned to each group?

By self-selecting a gorup

Each group will need a: (A=appointed; E=elected)

- ☑ Leader/Chairperson (E)
- ☑ Recorder/Reporter (E)
- ☐ Evaluator ( )
- ☑ Name or Special Function (E)

Person who reports to the whole class

Materials Needed:

Sound filmstrip "Dawn of the 20th Century" (Guidance Associates, 1980); "Developing an Opinion"; "Small Group Evaluation Sheet";

Planning:

1. How will I get the group/groups started?

Consider: Why was the world so optimistic in 1900? Defend your opinion.

2. Is a "Task Sheet" handout needed? (if so, please attach)

Yes. Groups should read the Task Sheet ("Developing an Opinion") and note that their discussion will lead to a first person statement, summarizing their group work;

3. How will the groups reach closure or apply the results of their work?

Once discussion is completed, the recorder should prepare a draft of the first person reactions to the past and predictions for the future.

4. Evaluation procedures (individual and group)

Groups will use the "Small Group Evaluation Sheet"--then read their group analysis to the whole class for evaluation.

Commentary and Reaction: (Please use reverse side)

This assignment depends upon the groups' ability to view the sound filmstrip with care, recall their earlier studies and synthesize these experiences into a creative/speculative piece.

DEVELOPING AN OPINION

At the conclusion of their study of the 19th century, students will view a sound filmstrip that outlines a portrait of the world at the "Dawn of the 20th Century" (Guidance Associates, Inc., 1980). Following this viewing, students will form self-selected groups to assess the accuracy of the statement that introduced the sound filmstrip program:

"The year 1900 was the dawn of the 20th century...Life was comfortable. Life was easy. The world was at peace...Europeans were optimistic. There was confidence in man's ability to solve problems..."

A. To begin--
Did the world have reason to be optimistic in 1900? Was war anticipated by the world in the years ahead?

1. In each group, analysis should include an evaluation of the statement, based upon a retrospective look at the 19th century and a futuristic speculation on the century ahead.

2. Students may also include their own predictions for the 20th century, given their studies.

3. Student groups should follow this analysis/opinion formulation with the composition of a creative piece (in the first person, as if they were forty-five years old in 1900), that summarizes their reactions.

B. To finish--
How creative is our group work? Have we accurately drawn conclusions and stated an opinion?

1. Groups should evaluate their work. Use the Small Group Evaluation Sheet.

2. A group spokesperson will read the group's work to the whole class.

3. The class will determine which group has produced the best defended opinions on attitudes at the "dawn of the 20th century." The group that earns this distinction is excused from tonight's homework assignment.

SMALL GROUP EVALUATION SHEET

Names of Group Members _____

_____

_____

Assignment _____

_____

Use letter "grades" (A, B, C, D, F) to evaluate your group's work in the following areas:

Overall grade _____

Responsible leadership

_____ General group involvement

_____ Achievement of the group's objectives

_____ Involvement of all members

_____ Quality of learning experience

Check the attributes that best describe your group. You may check as many as you feel are appropriate in giving a picture of the work that your group did and the working conditions under which you operated:

____ needed better leadership	____ interesting
____ success	____ boring
____ not enough time	____ failure
____ confused	____ wasted time
____ too many arguments	____ comfortable
____ strained atmosphere	____ lazy
____ too much time	____ productive
____ too much fooling around	____ hard working

Identify your group's greatest success or most important achievement during the group assignment.

Identify the greatest weakness of your group during the assignment.

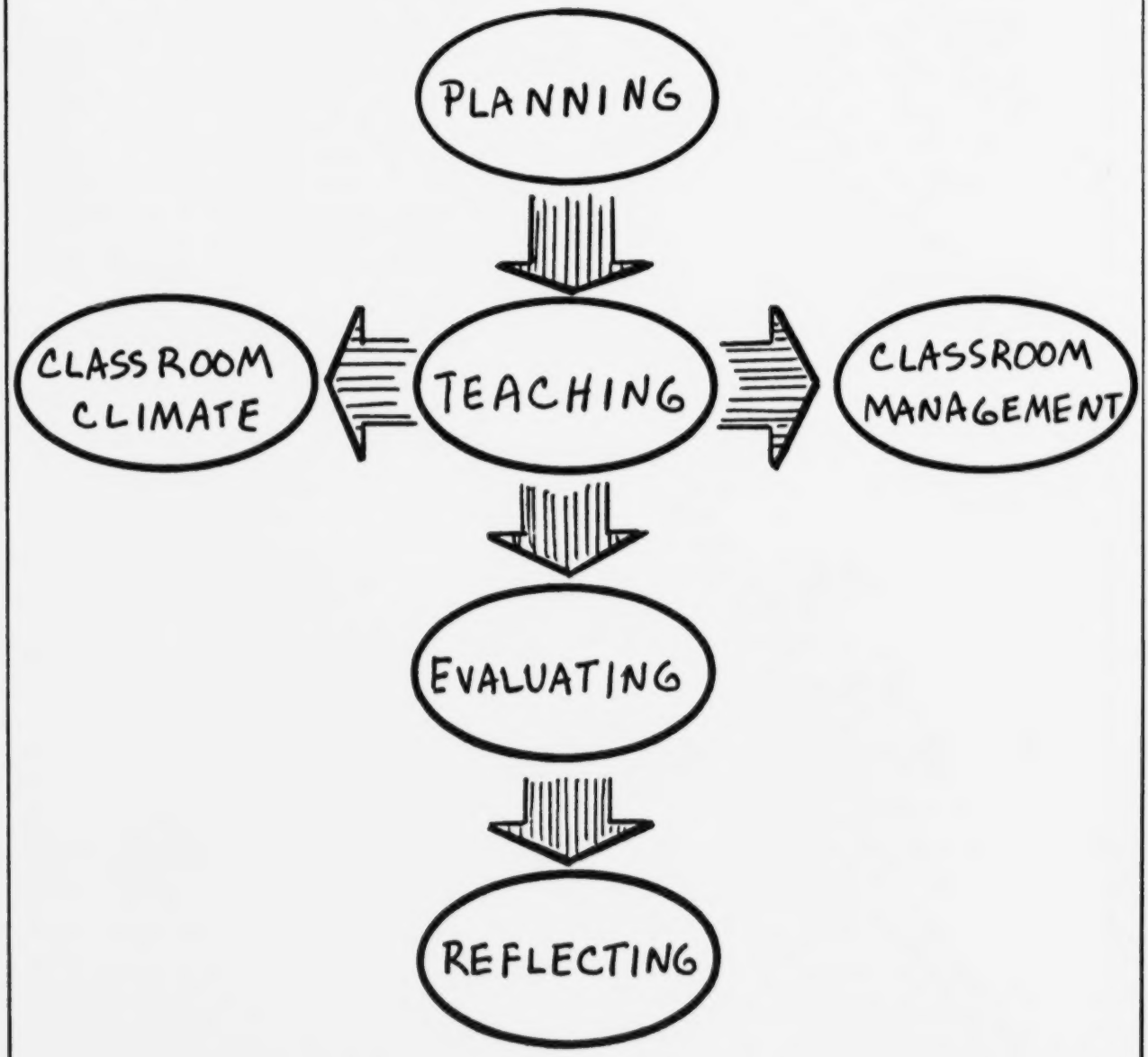
Use the reverse side of this sheet to make other comments on the group or the group's work.

SEMINAR QUESTIONS

Working in small groups and learning the group dynamics involved are essential skills in the functioning of a democratic society. Give an example to show how this is true. What examples might high school freshmen be able to cite from their experiences?

Mention two ways in which you might use small group instruction in your class. Be specific, noting the objective(s), the type(s) of materials required and the way(s) in which you would prepare for this exercise. What criteria would you use to evaluate the effectiveness of small groups in your class?

IV. TEACHING THE WHOLE CLASS



IV. TEACHING THE WHOLE CLASS

It is always an exciting day, one filled with tension and expectation. The first experience of teaching a whole class for a whole period marks one's arrival as a "real" teacher. In reality, it is just another step in a logical progression of clinical experiences. There is a long way to go before the daily lessons add up to a coherent unit and the units add up to a course. Nevertheless, the first experience in teaching a whole class is a very important milestone on the road of your professional development. How can you make it the best experience possible? Five areas need to be considered.

A. LESSON PLANNING

First and most important, this stage of your professional development is the opportunity to prepare a lesson from start to finish. That includes deciding upon objectives which advance the goals of the current unit and which also take into consideration student needs, abilities and interests. Then one must develop or locate learning experiences that fit with these objectives. Next, one must organize them in a fashion which is not only logical but which also considers the previous experience and the expectations of the students. Finally, one must develop a method of evaluating how adequately the objectives of the lesson were achieved.

Since students are most receptive at the beginning and end of the class, a high-interest, attention-getting device should be considered to introduce the lesson. Remember that the attention of students is short-lived unless the materials and teacher demand it. Closure is perhaps the second most important part of a lesson. It brings the lesson to a logical conclusion and introduces the homework or the connection with tomorrow's class.

B. CLASSROOM MANAGEMENT

When taking charge of a class, you will also be responsible for classroom management. A positive, assertive approach to disruptions in the class may eliminate major difficulties. Providing a short, pre-class assignment or activity and taking attendance as quickly and unobtrusively as possible allows maximum time for the lesson and cuts down on the "time for potential trouble" before the class gets underway. The sooner you can get the class engaged in some activity, the better the class will be. A quick active pace and student involvement maintains student attention.

Perhaps a seating chart is in order. One is provided in the Appendix. You certainly should be familiar with the rules of behavior in force. If other rules of operation are better suited to your particular class, then those guidelines need to be made clear to the students at the outset. Holding students accountable to clearly articulated expectations is one key to effective use of class time.

C. CLASSROOM CLIMATE

You will want to establish an appropriate learning environment in the classroom. This involves receptivity to and understanding of student attitudes and feelings. It also could mean furnishing the room with stimuli to enhance the execution of the lesson or simply making the students comfortable enough to get involved in a lesson offered by someone other than their regular teacher. The pre-service teacher may wish to consider beginning with some "ice-breaking" statement or a reference to previous attendance and work with the class. Humor or anecdotes and a real enthusiasm for the material often are helpful. But it is important to remember, as a student teacher, one may have little to say about rules of operation in the class. In such a case, the student teacher must do his/her best to adapt to the expectations already in place.

D. TEACHING THE LESSON

When all preparatory issues have been considered, you are ready to begin the lesson. A prompt, high-interest beginning usually insures the attention of the class. Appropriate movement about the classroom, tone of voice and appropriate dress also contribute to an effective atmosphere for the lesson. Paying careful attention to the comments of the students, their questions and answers, can furnish valuable cues to tap areas of interest or problem areas. An accurate, knowledgeable, well-prepared approach by the teacher inspires the confidence of the students and increases their willingness to participate. Varied instructional methods and reviewing of material regularly insure the success of the lesson.

E. EVALUATING AND REFLECTING

After teaching your first class, you will want to evaluate the lesson, personally reviewing the experience in light of your objectives. Next, you will want to ask the supervising teacher for his or her

reaction. Constructive criticism and helpful suggestions are ways to improve. In some situations it may also be useful to get feedback from several students in an informal conversation. The lesson plan itself might call for the whole class to provide some reaction in a formal procedure--a brief checklist or a show of hands in response to questions. Reflecting on the lesson provides an opportunity for alternatives and innovations. New ideas for lesson improvement can come from this personal examination. After gathering the various evaluations of the lesson, you really owe it to yourself to record your reflections on the experience, on teaching itself and on your own understanding of yourself as a result of this initiation. These reflections might serve as a bench mark for your subsequent professional development. One of the most effective self-evaluations is the writing of a journal. Although you may find the preparation of lesson plans, grading of papers and other ancillary teaching responsibilities may prevent you from writing journal entries daily, a journal should be maintained at least once a week.

F. SUGGESTIONS FOR THE TRANSITION

The pre-service teacher's movement from small group activities to taking charge of the whole class is a major transition. In some cases, the transition can be made more gradual by starting with teaching situations that do not take the whole class period. Suggestions for these are listed under part one below. Also note that the pre-service teacher often benefits from teaching the lesson more than once. Comparisons and contrasts are instructive in the developmental process of the teacher.

1. Suggestions for Partial Responsibility:
   a. a mini-lecture on one concept or issue
   b. administration of an exam or quiz and grading and returning it
   c. administering some sort of interest inventory--to gage student interests, to determine a starting point for a new unit, etc.
   d. illustrating some concept with visuals
   e. introducing the homework assignment or suggesting how to go about a writing assignment
   f. responsibility for some audio-visual presentation
   g. the development of a skills activity for the whole class

h. working with students during a role play or simulation

2. Suggestions for Full Responsibility:
   a. a current events lesson
   b. introducing and working with primary sources, documents, artifacts, photographs, maps
   c. developing a quiz or exam, grading it, and returning it
   d. extended versions of the suggestions listed in section 1.
   e. develop a lesson jointly with the cooperating teacher or teach one of his/her lessons, under supervision.

G. LESSON PLAN FORMATS

The following lesson plan formats offer alternatives that might be useful at various times and for various classes. Format #1 would be useful for a lesson involving concepts or supplementary materials. Format #2 would work well for skills lessons. Format #3 emphasizes values or attitudes. The lesson included here, "The Neighborhood as an Art Form," is an example of how Format #1 might be implemented. Notice that it is extremely detailed. Such detail is useful for pre-service or new teachers who are thinking through any lesson. However, such detail usually is impractical for every lesson that is planned.

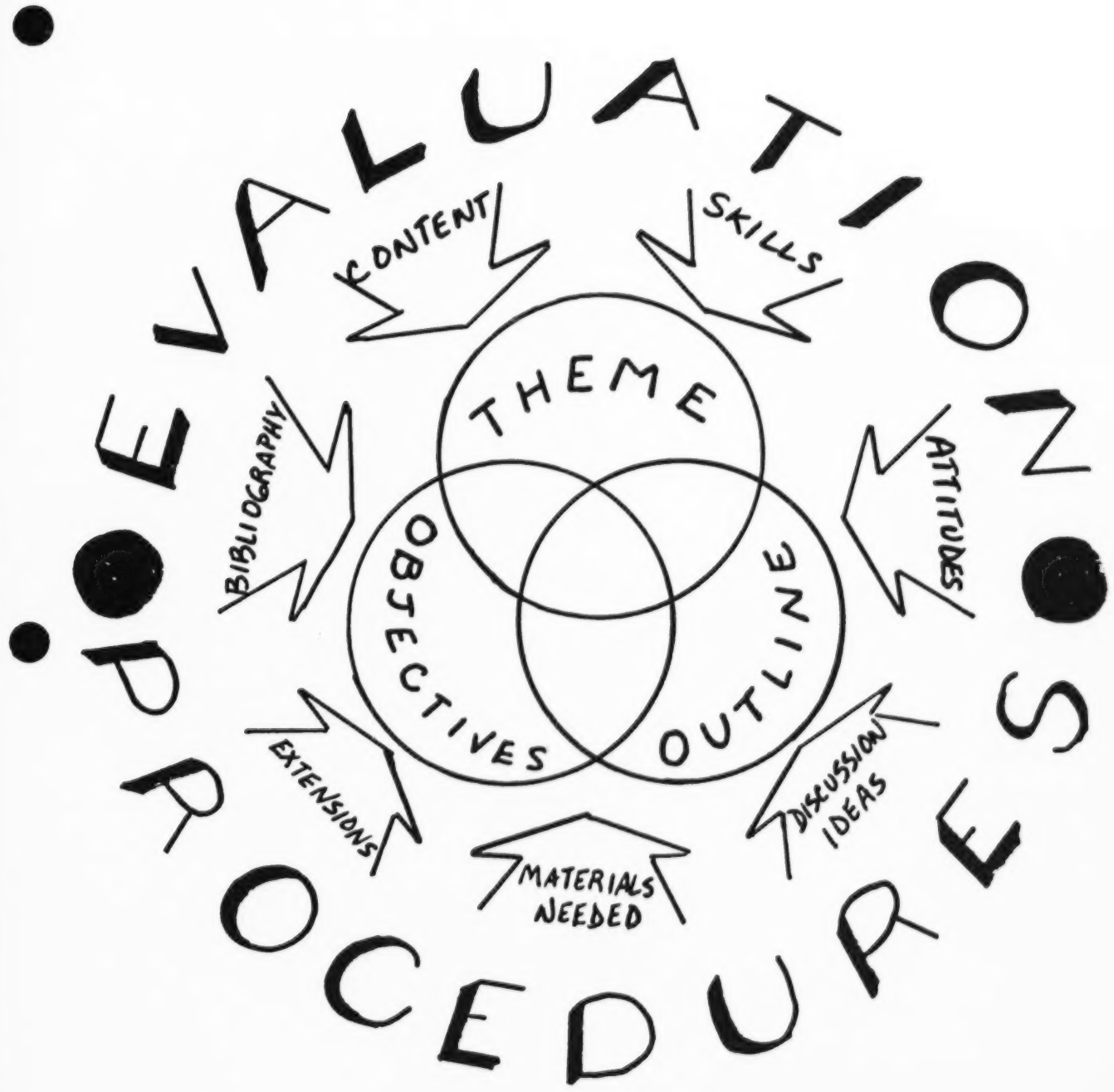


figure 1:

Developing A Lesson Plan

LESSON PLAN FORMAT #1

THEME (the general idea(s) behind this lesson--how it fits within the curriculum)

SKILLS/OBJECTIVES (the specific purposes of the lesson)

MATERIALS NEEDED (a complete list of items which will be utilized by students and teachers)

PLAN (in outline form; including activities, how they will be organized, the questions asked, consideration of possible turns which discussion may take, etc.; approximate amounts of time for each portion are estimated)

FURTHER DISCUSSION IDEAS (where this lesson may lead, possible discussion topics, etc.)

EXTENSIONS (out of class applications of the lesson, assignments for interested students or additional assignments for individualizing)

BIBLIOGRAPHY (sources utilized to prepare this lesson, additional sources which might be used by another teacher or the next time the lesson is taught)

LESSON PLAN FORMAT #1

THEME

The French colonial experiences: comparison/contrast between the French and the Indians and the French and the English, 17th-18th Centuries, North America.

SKILLS/OBJECTIVES

Students will examine the French colonial experience, especially in Illinois, by examining primary and secondary sources, a series of maps that detail the areas occupied by the French, and some of the music of the voyageurs, as well as engaging in some imaginative writing exercises.

MATERIALS NEEDED

Textbook, a guide to reading the text, excerpts from the journal of Fr. Marquette, maps, excerpt from Indian accounts, words and music for "Chevalier de la Table Ronde."

PLAN

I. Homework: read text, complete given guide

II. Introduction
Review homework: note French figures, French style of settlement in the New World; (whole class discussion)

III. The First French in Illinois (silent reading by students)
- A. Primary source reading from Illiniwek, noting Indian customs and relationship with French
- B. Reading from Fr. Marquette, noting the experience of Jolliet and Marquette (Of what significance is the mission of Jolliet and Marquette?)
- C. Based upon the class discussion and readings, students will compose a brief essay in the first person, as if they were Fr. Marquette.

IV. French Settlements (silent reading)
- A. Secondary source reading on LaSalle and Tonti-- their objectives, work
- B. Map of North America to trace the route of these explorers (class discussion)
- C. Words and recording of the song of the voyageurs (whole class)
- D. Map series--to compare Indian settlements to French settlements (class) (What do the settlement styles and size say about the French investment in the New World? What world political conditions would make this occur?)

V. Summary (evaluation)
In groups, students will prepare a chart depicting French activities in 17th-18th century Illinois.

FURTHER DISCUSSION IDEAS

How do the French explorers differ from the English explorers? What impact do the French have on colonization in North America? In Illinois? How does the contour of Illinois change when the British arrive? Are there any remnants of the French in Illinois today?

EXTENSIONS

Secure the services of Reid Lewis or the album of the "LaSalle Expedition II." Read excerpts of Jolliet and LaSalle/Tonti.

BIBLIOGRAPHY

Howard, Robert P. Illinois. 1972.
Sutton, Robert P., editor. Prairie State, Two volumes. 1976.
Sutton, Robert M., editor. The Heartland. 1975.
(If needed, "Illinois," a filmstrip program by Deerpath Publishing.)

LESSON PLAN FORMAT #2

GOAL

OBJECTIVES

COGNITIVE LEVELS

MATERIALS

SET (initiating or motivating experience)	QUESTIONS
PURPOSE	ACTIVITIES
INSTRUCTIONAL MODEL	FORMATIVE CHECK
CLOSURE	GUIDED PRACTICE
	INDEPENDENT PRACTICE

Advocates of Madeline Hunter's ITIP Model use this lesson plan

LESSON PLAN FORMAT #2

GOAL To explore the "human side" of World War I

OBJECTIVES
To examine the literature of World War I
To practice the techniques for reading and analyzing literary works as they relate to historical events

COGNITIVE LEVELS
Comprehension, analysis and application (perhaps evaluation)

MATERIALS
Poems of Wilfred Owen
Excerpt from All Quiet on the Western Front, Remarque
Slides from The Great War

SET (initiating or motivating experience)
Slides--depicting the battlefields and some of the key figures of WWI. Then, teacher reads the poem "Gas Attack" (students follow along with copies).

PURPOSE
Slides provide the visual, poem puts the scenes into words.

INSTRUCTIONAL MODEL
Students and teacher together examine these sources of information on the war.

CLOSURE
Teacher and students summarize the tools acquired for examining pictures and literature--and information accumulated.

QUESTIONS
What aspects of the war are shown in the slides? What conclusions can be drawn from the slides? Do these conclusions support your readings about the war? What aspects of the war does the poem describe? How can the reader carefully examine this poem, these slides?

FORMATIVE CHECK
Teacher asks significant questions to advance, judges from students' responses if concepts are acquired.

GUIDED PRACTICE
Students, in small groups, examine several other poems of Wilfred Owen; then share their observations with the whole class.

INDEPENDENT PRACTICE
For homework, students read a short excerpt from All Quiet--to apply the skills they learned during class and to evaluate this picture of the war.

Advocates of Madeline Hunter's ITIP Model use this lesson plan

LESSON PLAN FORMAT #3

TITLE _____

TEXTBOOK PAGE NUMBERS/SUPPLEMENTARY READINGS/OTHER MATERIALS

_____

OBJECTIVES 1. _____

2. _____

3. _____

INTRODUCTION

KNOWLEDGE/VALUES/ CASE/SITUATION	KEY QUESTIONS TO CONSIDER	DECISION(S) CONCLUSION(S) CONSEQUENCE(S)

PROCEDURE(S)

SUMMARY/CLOSURE/EVALUATION/COMMENTS/IDEAS

LESSON PLAN FORMAT #3

TITLE Examining America's Involvement in World War II--Home Front

TEXTBOOK PAGE NUMBERS/SUPPLEMENTARY READINGS/OTHER MATERIALS

Film: "Nisei Pride and Shame"

OBJECTIVES 1. to examine experiences of Nisei during WWII

2. to note provisions of Constitution--4th, 14th Amends.

3. to determine whether rights of Nisei were violated

INTRODUCTION

The Nisei were Japanese-American citizens who had lived in this country for a number of generations. When Pearl Harbor was attacked, rumor had it that there would be an internal plot by these people to aid Imperial Japan in their efforts against the U.S. As a result, one-hundred thousand Nisei were taken from their homes and businesses and property and placed in relocation camps. Many of these people were treated as traitors and most of them lost their possessions permanently.

KNOWLEDGE/VALUES/ CASE/SITUATION	KEY QUESTIONS TO CONSIDER	DECISION(S) CONCLUSION(S) CONSEQUENCE(S)
Students view film Note experiences of Nisei Perhaps take some notes of specific instances Note contents of 4th and 14th Amends.	In light of the fact that these people were citizens and taking into consideration 4th and 14th Amends., were the rights of these people violated? Could this happen again?	Students will give specific reasons to defend their answers --to be determined in small groups--then shared with the whole class.

PROCEDURE(S)

Teacher will introduce the definition(s) and the film.
Students will view the film, taking notes.
Students will read and think about 4th and 14th Amends.
Then, in small groups, students will consider whether rights of the Nisei had been violated in the relocation policy of WWII.
Students will share their small group decisions.
They may also consider any other examples of such experiences in the history of the U.S. Could this happen again?

SUMMARY/CLOSURE/EVALUATION/COMMENTS/IDEAS

Students may be asked to evaluate the U.S. policy of relocation.
Students should consider how such a policy evolved, why it affected a selected population, how it was carried out, etc.
Students can comment on what this incident shows about the nature of wartime, especially the home front issues.
Can other examples of this experience be noted in U.S. History or contemporary U.S. affairs?

H. A SAMPLE LESSON PLAN: COMPLETE AND UNABRIDGED

THE NEIGHBORHOOD AS AN ART FORM

Themes

1. The humanities in neighborhood life
2. Planning an ideal community
3. The value of studying a neighborhood

Skill Objectives
Students will:

1. Think about the neighborhood as a form of artistic expression
2. Study a proposal for an ideal urban community
3. Reflect on the value of perceiving the local community from the perspective of the humanities

Materials Needed
Student handouts:

VIII:1a - Planning an Ideal Neighborhood, 1913
VIII:1b - An Ideal Plan: Three Views, 1913

Suggested Teaching Plan

I. Introduction

A. Write on the chalkboard: How can the humanities help us picture the neighborhood as an art form?

B. Key terms:

1. Humanities - a general term for those studies which seek answers to the question, What does it mean to be human? Language and literature, history and philosophy, are the core disciplines.
2. Art - the human ability to design and make things in creative ways. The fine arts, distinguished from the useful arts, include painting, drawing, sculpture, architecture, music, theater, and dance.
3. Design - the organization of the elements and details of a work
4. Choreography - the art of arranging the steps, movements, and timing of a dance
5. Urban planning - the design of a city, or part of a city, to achieve the best possible arrangement of all the necessary features

C. Point out that this lesson is part of a project sponsored by the National Endowment for the Humanities.

D. Then, raise some basic questions.

1. What do neighborhoods have to do with the humanities?
2. How can a community be considered as a work of art?

II. Thinking About the Neighborhood as an Art Form

A. Its design

1. Natural features
2. Street patterns
3. Placement of buildings
4. Landscaping

B. Its architecture

1. Individual structures
2. Groupings of buildings
3. Landmarks and focal points

C. Its painting and sculpture

1. Color and texture
2. Murals and signs
3. Statues and architectural ornament
4. Street furniture
5. Lawn ornaments

D. Its music

1. Neighborhood sounds in their daily, weekly, and seasonal cycles
2. Songs, hymns, and anthems
3. Instrumental music

E. Its use of language

1. Signs
2. Conversation
3. Inscriptions
4. Bumper stickers, T-shirts, and shopping bags

F. Its choreography

1. Movement through and around a community
2. Patterns by the hour, day of the week, and season
3. People making their rounds and on their beats

III. A Contest in 1913

A. In 1913, the City Club of Chicago sponsored a competition for architects and city planners. The purpose was to design an ideal neighborhood for a quarter section of vacant land in Chicago (four blocks by four blocks, or one quarter of a square mile). The winning plan, by Wilhelm Bernhard, is reproduced on student handouts VIII:1a and b.

B. "Planning an Ideal Neighborhood, 1913"
(student handout VIII:1a)
Consider the plan as an art form. What features in the design are attractive? In what ways has the architect been creative? Then, locate specific features in the proposed neighborhood:

1. The village square
2. The market plaza
3. Public park
4. Playground and bandstand
5. Garage and livery stable
6. Nickel theater building
7. Municipal building
8. Schools
9. Churches
10. Private parks
11. Library and clubhouse
12. Elevated station

C. These features raise some questions:

1. Why were they located on these particular sites? Was the architect concerned about the choreography of the community?
2. Which features show that the architect thought of the neighborhood as an art form?
3. Which features would we not consider in a similar plan for today? Which new items would we add to the plan? Would we take the same care to design a subdivision as an art form?

D. "The Ideal Plan: Three Views in 1913"
(student handout VIII:1b)

1. The elevated station - in the time before the widespread use of automobiles, the elevated station served as the hub of a neighborhood. It connected the local community with the Central Business District and the rest of the metropolitan area. Note the careful attention to design and ornament in this structure.

a. The art glass in the windows
b. The archway entrances
c. The clock at the head of the stairs
d. Careful landscaping

1. Children's playground
   a. List the artistic elements in this scene.
   b. Compare the design of the drinking fountain with fountains in your neighborhood or building. Ask for comments on the various designs.
   c. How would students describe the expected choreography of the playground?
2. Church at the terminus of a residential street
   a. Why would a church be located at the end of a residential street?
   b. What elements of the design of the suggested church tie it to the rest of the community? Note similarities between the design of the church and those of the elevated station (round archway) and the playground (horizontal lines, enclosures).
   c. Why are places of worship important parts of a community? How do they help us see the relationship between neighborhoods and the humanities?

IV. Your Neighborhood and the Humanities

A. Remember that there are people, like Mr. Bernhard, who have had a hand in designing your neighborhood. Your community is an art form because individual people have contributed to its creation. If you can learn something about these people, it will help you understand and appreciate your neighborhood.

B. Getting started: a neighborhood checklist

1. A look ahead: Lesson 5 concludes this unit and the CNHP curriculum with a goal and a challenge--"How to make a community interesting to itself."
2. A good place to start would be to begin making a list of ideas for viewing your community as an art form. What do you see that interests you? As you proceed through the unit's activities, you can expand your list while you review some other aspects of the humanities.

<u>For Further Discussion</u>

A. Does your neighborhood have a personality? How would you describe it? Are there examples in your neighborhood that underscore this personality?

B. What art forms do you see in your block? In the four blocks north, south, east, and west of yours?

C. If someone told you that the humanities are everywhere--why have you never seen them?

Extensions

A. Students, either as individuals or in small groups, may want to design an ideal subdivision for Chicago or for one of its suburbs. Perhaps a contest could be arranged, complete with formal displays, presentations, and the awarding of a prize. The local bank or financial institution might provide a prize, and local architects, government officials, and realtors could serve as judges.

B. The neighborhood as a work of art suggests numerous approaches for bulletin board displays, photography exhibits, and neighborhood walks.

Bibliography

John Burchard, "Design and Urban Beauty in the Central City," in The Metropolitan Enigma, edited by James Q. Wilson (Garden City: Doubleday, 1968), pp. 226-269. This stimulating essay notes the importance of history in creating the essence of a community.

Grady Clay, Close-Up: How to Read the American City (Chicago: University of Chicago Press, 1980). This standard manual is the most useful book for beginning observers of cities and neighborhoods.

The Commission on the Humanities, The Humanities In American Life (Berkeley: University of California Press, 1980). Chapter One, "The Humanities in America," provides an excellent introduction to the concern of this lesson, and, indeed, to the entire project.

Martin Meyerson, et al., Face of the Metropolis (New York: Random House, 1963). This collection of photographs and commentary points out that architecture, urban design, and landscaping are always art forms. The only question is how well they are done.

VIII:1a

PLANNING AN IDEAL NEIGHBORHOOD, 1913

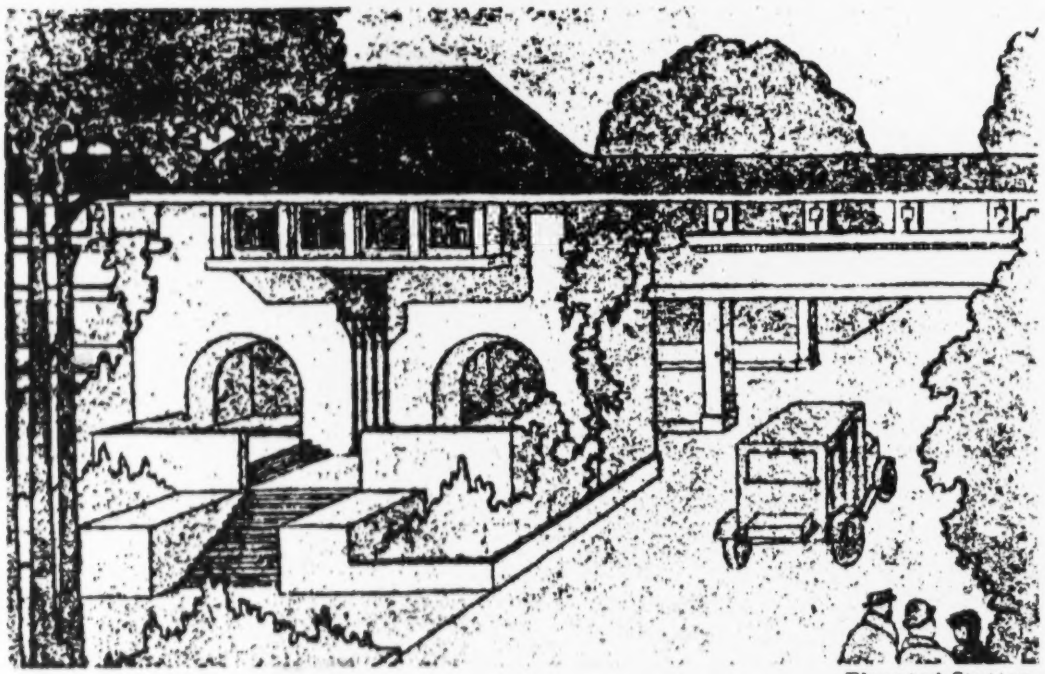
1. The village square	7. Municipal building
2. The market plaza	8. Schools
3. Public park	9. Churches
4. Playground and bandstand	10. Private parks
5. Garage and livery stable	11. Library and clubhouse
6. Nickel theater building	12. Elevated station

Wilhelm Bernhard, *"First Prize Plan"* in Alfred B. Yeomans, ed., *City Residential Land Development* (1916), p.11.

The Chicago Neighborhood History Project

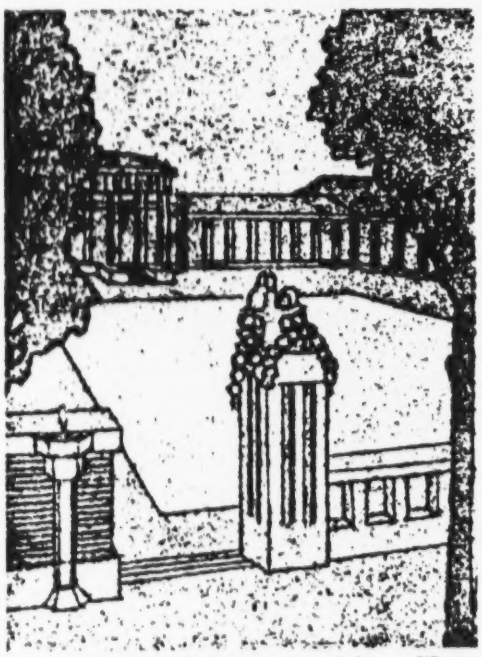
The Chicago Neighborhood History Project is supported by the National Endowment for the Humanities

AN IDEAL PLAN
THREE VIEWS, 1913



Elevated Station

Church at Terminus of Residential Street



Children's Playground from West

Wilhelm Bernhard, *"First Prize Plan"* in Alfred B. Yeomans, ed., *City Residential Land Development* (1916), p.11.

The Chicago Neighborhood History Project

The Chicago Neighborhood History Project is supported by the National Endowment for the Humanities

I. SAMPLE ENTRIES FROM JOURNALS OF STUDENT TEACHERS

One of the first opportunities for pre-service teachers to have responsibility for teaching the whole class is during the Student Teaching experience. The following journal entries from 1986 and 1987 discuss questions and issues which face all teachers. In the first chapter of this volume on classroom observation, you read some other journal entries and developed appropriate titles for the excerpts you read. Do the same with the excerpts from journals which appear below. A blank line is provided for you to suggest appropriate headings for these selections.

* * * * * * * * * * * *

Right now I feel like I am the luckiest person alive! A week after I'm out of school, I have a job! My time won't be spent filling out applications. I'm close to home. I student taught here so I already have a rapport with teachers and students. The school has excellent standards and effective operation. I'll be making a king's ransom in comparison to other jobs I've had as a student. And I get to teach what I love. I can see it coming though...I'm fraught with anxiety. Complaints about salaries, administrators, students, etc...I can't believe they picked me. I'm not the hottest thing around...I don't have any experience, my grades could have been better...I know that I have some talent and some brains but many times it's a matter of fortunate breaks and kindness exhibited by others...

--Female Student Teacher in a Suburban School

* * * * * * * * * * * *

Parent-Teacher Conferences were really interesting! I was amazed at several things: how few parents came (fewer than half), how few fathers came (almost none), and how intimidated many of the parents seemed by teachers. I did not like the set-up of the conferences either (all teachers in the lunch room at tables and parents moving from table to table) as I felt it provided very

little privacy or time for parents and teacher to talk with one another.....I did like the fact that most of the students came with their parents, as it gave the teacher the opportunity to discuss with both the student and his/her parent the situation in the classroom, and to discuss the grade assigned directly. Nonetheless, this is something I am going to improve upon when I become principal...

--Female Student Teacher in an Urban School

* * * * * * * * * * * *

The final two weeks of the quarter were hectic. Pressure came from three sources at this time. First, the administration requires that all teachers begin wrapping up events in order for the students to be appraised of their grades. It was here that the second pressure--pressure from the students--came into play. I had to tell students: "No, you can't makeup a test that you missed at the beginning of the quarter." Grading period is a time when a teacher becomes a villain to the students. This leads to the third pressure--pressure upon a teacher from internal sources: 'Am I really a villain?' or 'There are an incredible number of C's in my grade book. Could I have done anything differently?'

--Male Student Teacher in a Suburban Public School

* * * * * * * * * * * *

As a teacher this week, I've grown as well. I've formulated my first unit and the lesson plans that flow from the objectives I chose. On a daily basis I hope to teach to these objectives. I've prepared a guide to the unit, including study questions, reading assignments, terms and concepts to identify. This will allow me to refer to an anchor each day--drawing some of these questions to the students' attention and helping to see how they relate to the topic under consideration. I've even composed my first test!...I'm also becoming involved in the school. I've observed teachers, attended meetings, met the students in the classes I'll be assuming next week..trying to understand the

ethos of this institution and how I can fit in...With a sound philosophy of education, knowledge of the subject matter, and a care and concern for students, you should have no problem, whether you are a student teacher or not...

--Male Student Teacher in a Suburban School

* * * * * * * * * * * *

J. TEACHER EVALUATION

Evaluation is an important activity to teachers because it provides feedback and the information to make changes. Section E of this chapter deals with evaluation of a particular lesson. The Supervising Teacher and the University Supervisor, of course, evaluate all work done by a Student Teacher. School administrators fulfill the same function for full-time teachers. But evaluation by students, peer evaluation, parent evaluation and form self-evaluation are other means to provide a foundation for growth.

The following forms can be used as printed or adapted to your specific needs. The appendix also provides a "checklist" for observing a student teacher.

TEACHER EVALUATION

NAME _____

EVALUATOR _____

DATE _____ PERIOD _____ CLASS _____

PRE-OBSERVATION NOTES
(objectives of the lesson, focusing themes for observation, etc.)

I. CLASSROOM CLIMATE

_____ Evidence of positive attitudes--by both teacher and students.
_____ Classroom environment is conducive to constructive, educational activities.
_____ Teacher encourages active involvement of students--reinforces the positive.
_____ Teacher appears to enjoy his/her work.

Comments/Examples

II. PLANNING

_____ Evidence of thoughtful, careful planning for this lesson.
_____ Students are engaged in meaningful activities.
_____ Materials, handouts, equipment, etc., are prepared for the class in advance.
_____ Plans relate logically to the class work of yesterday, the class work of tomorrow.
_____ Plans seem to fit within unit and course goals--and departmental and school-wide curricular goals.
_____ The abilities, needs and interests of the students are considered by the teacher in planning for this class.
_____ Useful daily/weekly lesson plans are made by the teacher.

Comments/Examples

III. INSTRUCTION

_____ Teacher is clear and logical in outlining directions, the objectives for the day, the guidelines for class activities.

_____ Teacher offers an attention-focusing event to begin the lesson.

_____ Lesson allows for the variety of interests, learning styles, needs of students in this class.

_____ Instruction employs a variety of methods and enough variety within the class period to keep students on task and interested.

_____ Handouts, audio-visual materials, readings, artifacts, etc., are appropriate for the abilities of the students and fit logically into the objectives for the class.

_____ The lesson proceeds sequentially and logically from one objective to the next, from one activity to the next.

_____ Students seem to be actively and meaningfully engaged during the entire class period.

_____ Teacher provides some means of summarizing the lesson or closure to the class or evaluation of the objectives.

_____ When appropriate, homework is assigned.

Comments/Examples

IV. CLASSROOM MANAGEMENT

_____ Teacher preparation and planning keeps students engaged for the whole class period.

_____ Operational rules are clear to students, and students are held accountable.

_____ Room arrangement facilitates classroom management.

_____ Teacher models positive behavior.

_____ Teacher focuses on the positive behaviors of students.

_____ Fairness and justice characterize accountability procedures.

_____ Teacher makes quick, smooth transitions and engages in anticipatory or detection activities to avoid disruptions.

Comments/Examples

V. GENERAL/OVERALL EVALUATION

POST-CONFERENCE NOTES
(conclusions discussed, objectives upon which to work, goals for future observations, etc.)

SIGNATURES
Evaluator _____ Date _____

Teacher _____ Date _____

FINAL EVALUATION

NAME_____

EVALUATOR_____

DATE_____

CHIEF STRENGTHS OF TEACHER

CHIEF WEAKNESSES OF TEACHER

GOALS WHICH TEACHER/EVALUATOR ESTABLISHED FOR THE SCHOOL YEAR
(These might include personal goals, professional goals, academic goals, extra-curricular goals, etc.)

ACTIVITIES IN WHICH TEACHER ENGAGED TO ACHIEVE THE ABOVE GOALS
(These might include graduate courses, independent study, travel, professional memberships, professional reading, attending professional conventions/workshops, contact or study groups with other professionals, etc.)

EVALUATION OF EXTENT TO WHICH THE GOALS OF THE SCHOOL YEAR HAVE BEEN MET
(This evaluation should be arrived at through discussion between teacher and evaluator. It should be the foundation for establishing next year's goals.)

ADDITIONAL COMMENTS

SIGNATURES:
Evaluator _____ Date _____

Teacher _____ Date _____

STUDENT EVALUATION OF A CLASS

NAME _____

TEACHER _____ COURSE _____

PERIOD _____ DATE _____ GRADE YOU EXPECT _____

Please respond to the following items using a scale from A to E (A being the most positive evaluation, E being the least positive response). Thank you.

I. THE CLASS

	A	B	C	D	E
The content of this class was interesting.					
The content of this class was interesting to me.					
The materials we used were manageable.					
The materials we used were interesting.					
I could read the textbook with ease.					
I could read other materials with ease.					
We engaged in stimulating activities.					
We were occupied in some meaningful way during each class.					
We engaged in activities that varied from day to day.					
I always understood what objectives we had for the day.					
I always understood how one day's activities connected to the previous day and the following day.					
I felt challenged in this class.					
Homework was useful.					
We had the chance to make choices, express our opinions, evaluate activities.					
I always worked hard and to the best of my ability in this class.					

Other comments I wish to make about the class are:

II. THE TEACHER

	A	B	C	D	E
The teacher was an interesting person.					
The teacher provided interesting, varied activities for class.					
The teacher seemed to understand students.					
The teacher was clear and understandable.					
The teacher seemed to respect us.					
The teacher was fair to everyone.					
The teacher held us accountable to clear standards.					
The teacher was efficient in day-to-day classroom business.					
The teacher provided a stimulating environment where we could learn.					
The teacher had clear evaluation and grading procedures.					

Other comments I wish to make about the teacher are:

III. THE THINGS I LIKED BEST ABOUT THIS CLASS WERE

IV. THE THINGS I LIKED LEAST ABOUT THIS CLASS WERE

V. OTHER THINGS I'D LIKE TO MENTION ABOUT THIS CLASS ARE

PEER OBSERVATION FORM

NAME_____ CLASS_____

DATE_____ OBSERVER_____

OBJECTIVE(S) OF THE LESSON:

DESCRIPTION OF THE LESSON:

ANALYSIS OF THE LESSON:

RECOMMENDATIONS:

ADDITIONAL COMMENTS/THINGS I LEARNED FROM THIS OBSERVATION:

PARENT EVALUATION

NAME_____

STUDENT'S NAME_____ COURSE_____

TEACHER_____ DATE_____

I. What would you regard as the chief strengths of this teacher? Why?

II. What were the chief weaknesses you perceived in your relationship with this teacher? Why?

III. In what ways could this teacher improve his/her relationship with parents?

IV. Did you feel your student's individual needs were addressed by this teacher? How?

V. Did you feel your student's work was evaluated fairly and accurately? Why? Why not?

VI. Feel free to make additional comments below. Thank you.

SELF-EVALUATION

NAME_____

DATE_____

I. PROFESSIONAL DEVELOPMENT

_____ Additional graduate work (in my discipline, in associated disciplines)
_____ Membership in professional organizations
_____ Reading professional journals, materials
_____ Attendance at professional conventions, workshops, seminars
_____ Other:

II. PERSONAL GROWTH

_____ Regular reflection on my career
_____ Evaluation of experiences I have inside and outside the school environment
_____ Recognition of problem areas and areas of strength--enhancing the strengths, remedying the weaknesses
_____ Other:

III. COLLEGIAL CONTRIBUTIONS

_____ Participation in faculty activities
_____ Cooperation with administration
_____ Support of school philosophy and school-wide goals
_____ Responsible approach to school duties
_____ Other:

IV. INSTRUCTION

_____ Preparation of organized, systematic course(s)
_____ Preparation of meaningful daily lesson plans

_____ Interesting, parsimonious openings created for lessons
_____ Clarity in objectives and in communication with students
_____ Genuine respect and understanding of students and learning styles
_____ Respectful, just treatment of all students
_____ Creation of stimulating and varied learning situations
_____ Creativity in selection of materials and classroom activities
_____ Logical, sequential lessons and useful homework and class work
_____ Comfortable climate created in classroom, permitting students to ask questions, encouraging students to think, challenging students on a variety of cognitive levels
_____ Provision for closure, summarizing, evaluation of lessons, units, semesters, courses
_____ Opportunity for student input, evaluation, choice in lessons and classroom activities
_____ Efficiency and effectiveness in classroom management
_____ Other:

V. EXTRA-CURRICULAR ACTIVITIES

_____ Rapport with students
_____ Responsible relationship with parents, community, etc.
_____ Cultural, psychological, social sensitivity
_____ Willingness to assist, supervise, sponsor school activities outside the classroom
_____ Creative and effective use of after-school or outside of classroom hours with student groups
_____ Other:

ADDITIONAL COMMENTS/CONCERNS

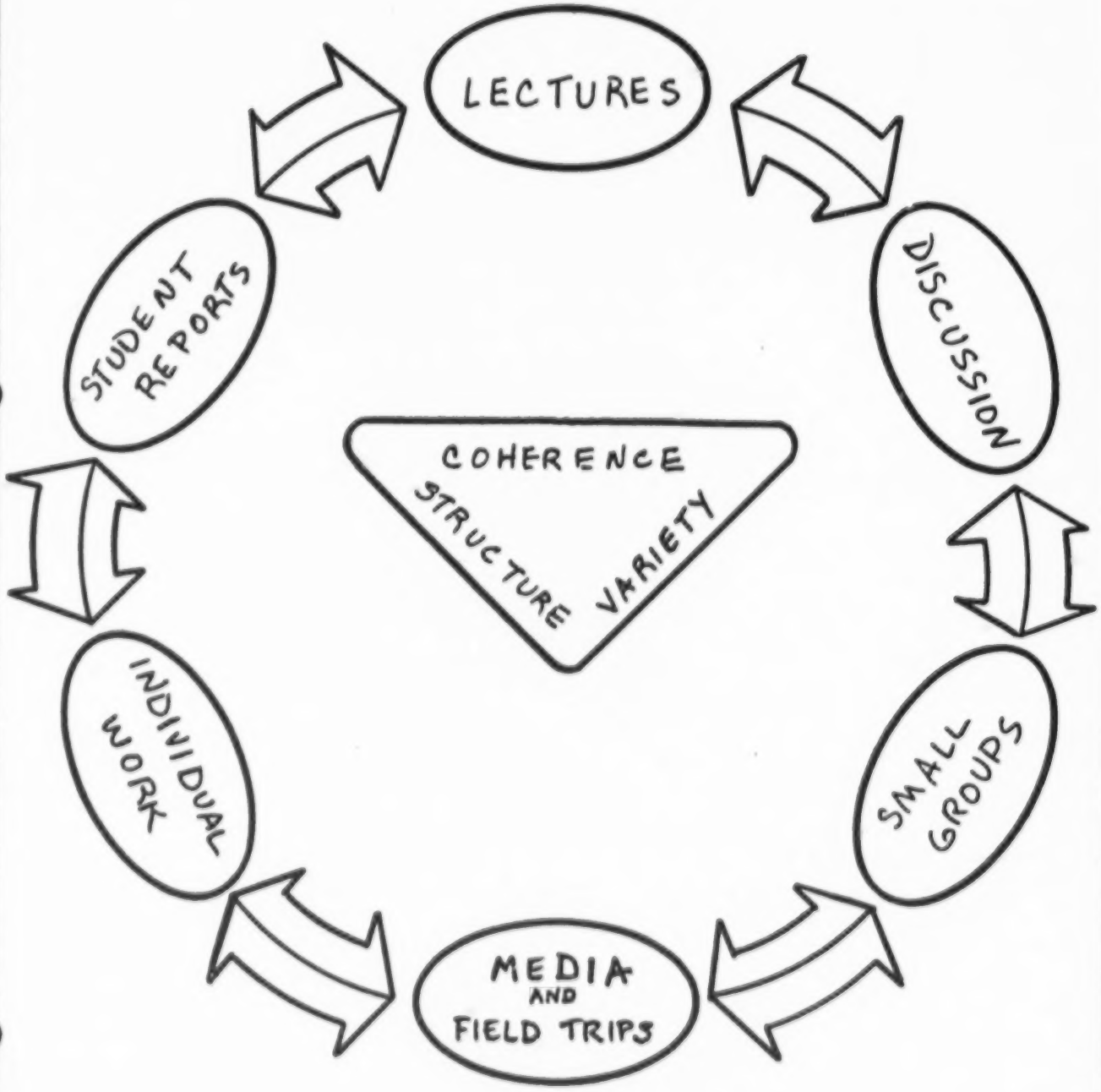
SEMINAR QUESTIONS

What problems or opportunities can you foresee as you move from working with a few students to working with the whole class? Why?

At what specific part(s) of teaching the whole class do you think you will excel? Why? Which area(s) would be problematic for you? Why? How would you address these problems?

How did your journal reflect your teaching experiences? What would you do differently next time?

V. DEVELOPING A UNIT



V. DEVELOPING A UNIT

The first time a pre-service or new teacher starts to plan for instruction he or she needs to know what unit the class is currently studying. It soon becomes evident that these units do not necessarily float out of the heavens but are constructed by individual schools and teachers. They are integrally related to the goals of the whole course, and they flow coherently and progressively from idea to idea. Developing a unit plan is at the very heart of professional activities.

The introductory page to this section features a chart which lists the major modes of instruction used in developing a unit. It is simple, direct and, we hope, helpful. The diagram on the following page perhaps has less utility as a practical device, but it takes us to the heart of the matter. The flow chart summarizes the professional life of a teacher. The first stage, at the top of the page, shows the teacher gathering ideas and information, the professional in a student role. Planning and preparation, at the center of the page, shows the teacher transforming his/her stock of ideas and information into a plan for teaching and learning. The third stage, the classroom experience itself, is where the general public sees the teacher "at work."

The last stage, evaluation, really sends the whole chart into circular motion. The feedback gained from teaching a unit one year informs the person's preparation for next year's class. Teachers who take the extra time for evaluation and reflection are in a better position to begin gathering resources and planning activities in the early stages of the cycle. They will also strengthen their competence as colleagues and expand their capacity for continued professional growth. Developing a unit thus offers any teacher a good opportunity to take the pulse of his or her professional life. The outline which follows will hopefully get you started on the right foot and will even repay your consideration a few years hence when you are a veteran teacher.

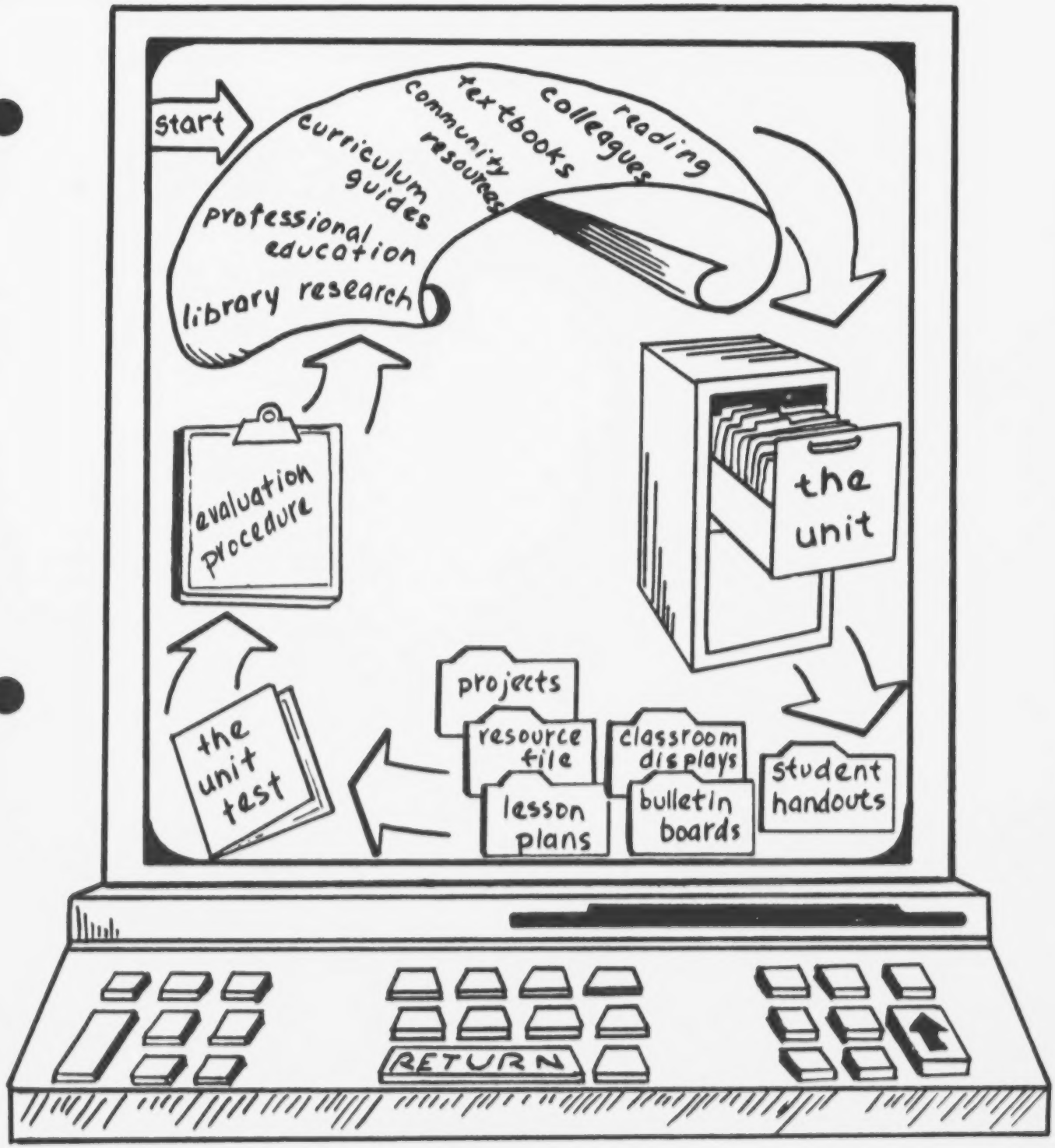


figure 2: Developing A Unit

A. WHY UNITS? UNITS ARE A WAY TO:

1. Connect each individual lesson to a larger whole.
2. Address the major sub-divisions of a course.
3. Provide coherence in the material from test to test.
4. Meet varying student needs and interests.
5. Help students to connect classroom theory with the real world.

B. HOW TO PLAN A UNIT

1. Start with a short list of major objectives drawn first from overall course goals, then from class-specific needs.
2. Make a calendar outlining the time available.
3. Distribute the textbook reading over the time available. At what point will the students be held responsible for each part of the textbook?
4. Make a list of possible learning activities. Check your resource file for ideas and/or visit the library or resource center to find one or two new suggestions.
5. Select those learning activities which seem appropriate, given the constraints of time and your sense of what will "work" with this particular class. Be conscious of the reading ability of the students, their past experiences and other factors that have an impact on how learning activities will be received.
6. Develop a chart such as the examples provided in this chapter which characterize the various activities, indicating their type according to the following categories:
   L--Lecture (any teacher-centered presentation)
   L-D--Lecture-Discussion (in which teacher speaks more than half the time)
   D--Whole Class Discussion (in which students speak more than half the time)
   G--Small Group Activities
   I--Students work Individually (including tests)
   M--Instruction by the Media
   R--Student Reports
7. Review the chart of instruction and your calendar of activities in light of your short list of objectives. Where are these objectives met? Revise the chart or the objectives as necessary.
8. Make a list of things you need to do to prepare for the unit.
9. Set up a file folder, then gather student handouts, pictures for the bulletin board, pithy quotations, primary sources, bibliographical

suggestions, sample test items, questions and anything else that will help in developing the unit, both this time and in the future.

C. THE STRUCTURE OF A UNIT: THE FIRST DAY

1. The Introductory Activity should
   a. Describe the theme of the unit
   b. Spell out the unit objectives
   c. Provide students with a list of assignments and a schedule for the unit
   d. Arouse student interest
   e. Connect the unit with what has been done earlier in the curriculum
2. The Follow-Up Activity should
   a. Involve the students in an active learning situation
   b. Building on something students already know
   c. Develop a sense of confidence in the class
   d. Address in some way the basic reason(s) for doing this particular unit
3. Individual Study
   It is often a good idea to provide an opportunity for individual study at the very beginning of a unit. Sometimes choices might be called for as students select topics for reports, assignments to committees, roles to play, etc. A time to look over the textbook before making these choices is a good way to get students to develop an overview of the unit.

D. THE STRUCTURE OF A UNIT: DEVELOPMENTAL LESSONS

A unit may last anywhere from one week to a whole month. The lessons which follow the introductory activities will vary with each particular situation. Most units in a history course, for example, will probably include lessons focusing on:

1. A Primary Source
   Sometimes a formal document, but at other times a human interest or social history selection.
2. Skill Development
   At any level: basic, intermediate or advanced; two examples: using topic sentences in writing paragraphs, locating book reviews in journals.
3. A Map or Series of Maps
   To place the unit of study into a geographical context.
4. Vocabulary and Concept Development
   A type of lesson which usually connects the current unit of study to concepts studied earlier.
5. A Biographical Sketch
   May be of a prominent individual, a representative

person, or an institution worthy of note.

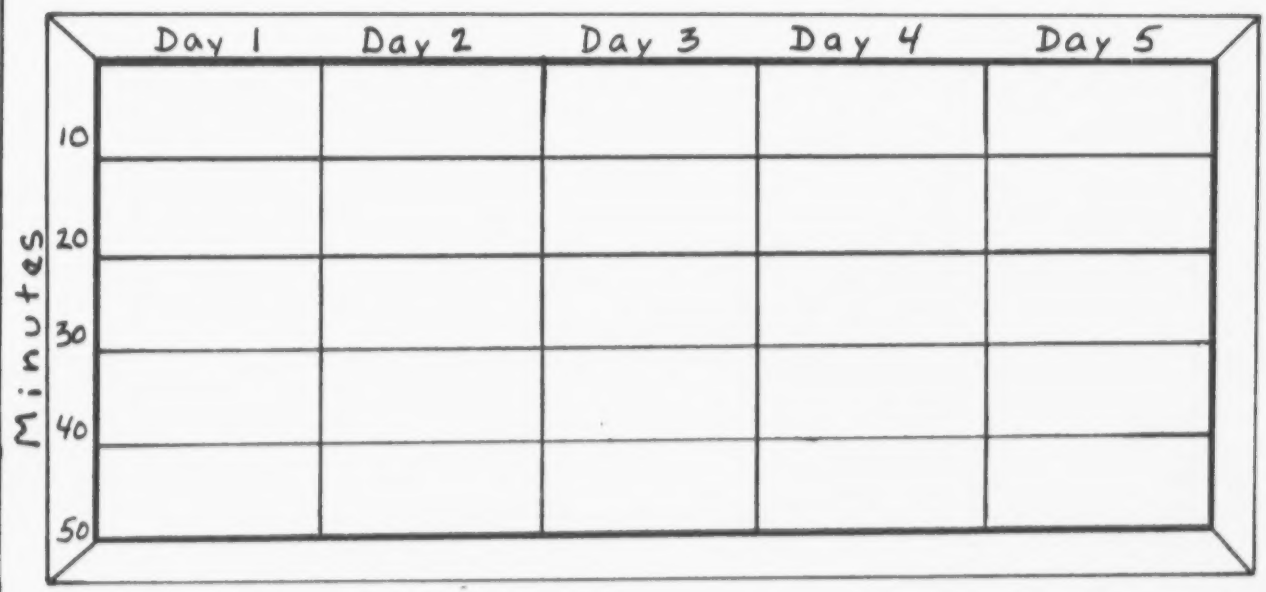
6. A Social History Topic
   A description of everyday life during the period being studied. Artifacts are often useful in this type of lesson.
7. Economic Principles or Concepts from the Social Sciences
   These factors help students understand conditions of life at the time.
8. Cultural Materials
   Art, architecture, music, literature and folk traditions are means by which the past speaks to us today.

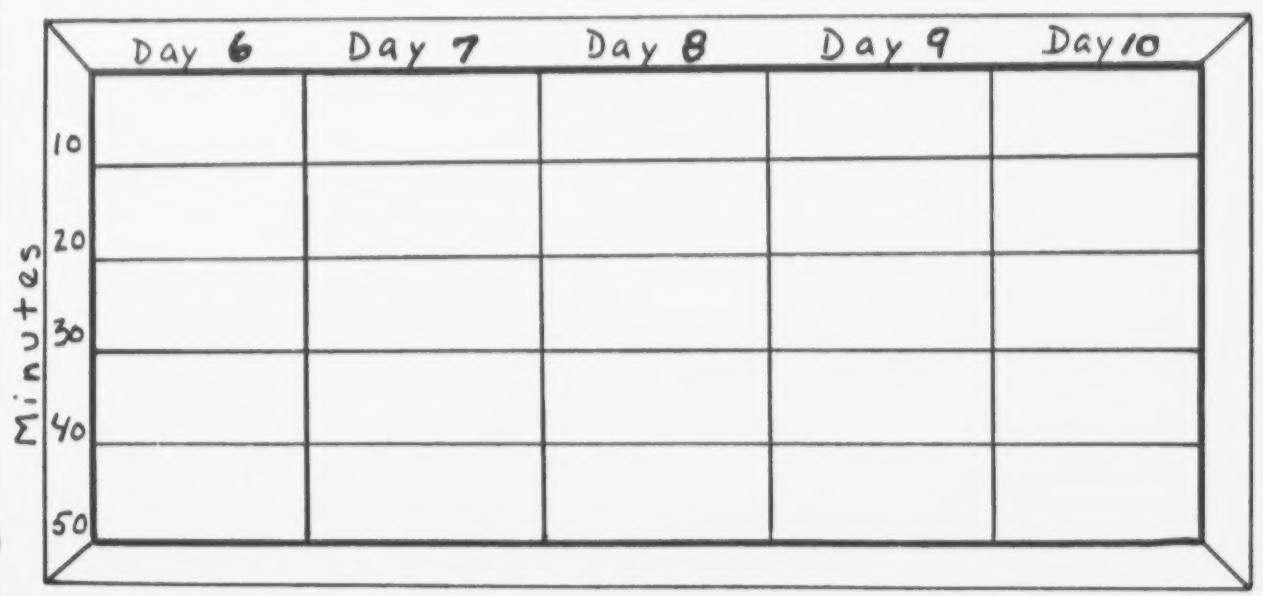
E. THE STRUCTURE OF A UNIT: CONCLUDING ACTIVITIES

At the conclusion of any unit, teachers need to consider several elements when bringing the unit to a close:

1. Reaching closure by referring to the unit objectives announced on the first day and demonstrating how these objectives had been addressed. It may also be wise to establish connections between this particular unit and the whole course.
2. Evaluating each student's level of achievement by means of a unit test. The test instrument often provides an excellent tool for remedial work for any student who needs it.
3. Giving each student a chance to evaluate the various learning activities as well as the unit as a whole. This element is very important in giving students a sense of participation in the course.
4. Looking for signs of how students apply the understandings developed in this unit in subsequent lessons, in other parts of the formal curriculum and in their lives beyond the school. These "signs" are often hard to spot and one must be patient in collecting them. But when one does appear, the beginning teacher will discover one of the richest rewards the profession has to offer. Be sure to make an anecdotal record of it and place it in the unit resource file.

UNIT PLANNING GUIDES





UNIT PLANNING GUIDES

"Ancient Civilization in China"
Chapters 4 & 16

Minutes	Day 1	Day 2	Day 3	Day 4	Day 5
10	G - Students generate ideas about anc. China	M Students view	M	Library - begin research	L Teacher adds information
20	L-D Teacher helps students to	first part of sound filmstrip	Pt. II sfs program	on projects on Ancient China	on political developments
30	clarify these initial ideas	program on ancient China			G Students react
40	I Students begin reading	D Students relate sfs to	D Continue connection		to the week's work and readings
50	assignment: to be finished for homework	textbook readings	between sfs and readings		

Minutes	Day 6	Day 7	Day 8	Day 9	Day 10
10	L-D Interactive	R Students report	R Continuation of	I Exam	Field Trip - As a
20	method of conveying new info.	on their Library research	student reports		culminating activity - to apply
30	and checking for understanding				in class work and reading
40	through student discussion		D Class reacts to information		
50			conveyed by student reports		

SEMINAR QUESTIONS

Can you think of other types of classroom activities to utilize in planning a unit, in addition to those listed in this outline? (See Section B. 6.)

What other activities could provide a conclusion to a unit, besides those listed in Section E of this outline?

VI. PLANNING A COURSE

		P	R	O	J	E	C	T	S				
	S			B									
	C			J									
	H			E			S	O	U	R	C	E	S
	E			C			Y					V	
	D			T			L					A	
C	U	R	R	I	C	U	L	U	M			L	
	L			V			A		E			U	
	E			E			B		T			A	
	S			S			U		H			T	
							S		O			I	
									D			O	
	T	E	X	T	B	O	O	K	S			N	

VI. PLANNING A COURSE

Planning a course is often the furthest thing from the mind of a pre-service teacher. Yet once one completes student teaching and steps across the line into the ranks of teachers in service, planning a course is usually one's first professional obligation. Formal courses in course design and curriculum development are usually offered only as part of graduate programs in education. The brief comments outlined here make no attempt to approach the topic in the same way as these formal courses. Instead the outline may be considered more like a series of helpful hints to help beginning teachers address that initial responsibility for organizing a course.

A. THE COURSE, THE CURRICULUM, AND THE TEXTBOOK

1. Every accredited secondary school has a formal statement of philosophy and list of objectives. In theory, this is a good place to start one's thinking about a particular course. In some schools you will also find a list of desired outcomes for each discipline. One will usually be surprised to discover how many of a school's objectives are directly addressed in any particular courses.
2. If a school does not have an up-to-date handbook or curriculum guide available, the institutional self-study for the last North Central Association visitation will have the pertinent information. In addition almost every school will provide brief descriptions of each course in the registration materials provided for students and their parents. It would make a lot of sense to start your course planning by looking at these materials.
3. Textbook selection is often determined by the school board and the school administration. If you have an opportunity to participate in the selection process, the form for "Textbook Analysis" in Appendix H might be helpful. In addition, it is worthwhile to consult the teachers' guides that are provided by the textbook publishers to aid in the planning of the course and its activities.
4. In thinking through the nature of a course, three distinct projects might be developed: a letter to parents describing the course, a schedule for covering the subject matter, and a syllabus to be given to each student at the beginning of the year.

B. A LETTER TO PARENTS

Some teachers write a letter to parents explaining the nature and function of the course, their expectations of the students, and several suggestions about how parents might help their teen-age students. This should be short and concise. In the early drafts it is more of a thought piece for the teacher than a letter that is actually sent. If it does eventually make a public appearance in any form, it should first have the benefit of advice from and the support of both the department chairperson and the school principal.

C. SCHEDULING THE CONTENT OF A COURSE

A content outline, week by week, for the entire semester or year, is a useful tool for giving oneself a sense of pace needed to complete the course. The best way to do this is to make a calendar with each day of the school year listed on a separate line on the left-hand margin of the paper. Group the days of instruction by weeks and skip a line between each week. Then fill in the days scheduled for holidays, testing, proms and other special events. Then, using the textbook as a rough guide, pencil in the topics or chapters to be covered each week. Remember to leave some weeks open if you wish to do special projects or if the school has special units for the Constitution, economic education, career planning, and so on. You might also want to reserve a few days at the beginning and the end of the course for special introductory or concluding activities.

D. THE SYLLABUS

A syllabus, according to its root meaning, is a label or a list. In our usage a syllabus is the outline of a course together with a schedule and list of assignments. Some teachers prefer not to distribute a syllabus at the beginning of the semester because it tends to lock the course into a rigid structure. Mature students, however, like to know the schedule of assignments in advance so that they can arrange their work schedules and various activities accordingly. However, the real benefit of a syllabus, for both teacher and students, is that it encourages everyone to consider the course as a whole before beginning to work on its individual parts. Some teachers may find it useful to "flesh out" the syllabus on a three- to four-week basis.

E. DEVELOPING A SYLLABUS

1. Consider giving your course a personal touch by providing a subtitle which suggests your special interests such as "U. S. History: Studying the American Dream" or "World History: The View from Pilsen."
2. Next try to find some illustration or graphic device which reflects the nature of the course. Use this on the first page of the syllabus to give it a distinctive appearance. Care in the design of the syllabus, after all, says something about your respect for the course and the students. It also provides a model for the pupils to follow.
3. A brief description of the nature of the course and a list of objectives should come first. In the days when "contract learning" was in vogue students were often asked to sign a document committing themselves to the course objectives. This is an idea which, in theory, has a lot to say for it.
4. A tentative schedule indicating the units to be covered, the dates major assignments are due, and when major tests are scheduled might be placed on a separate sheet of paper so that it can easily be replaced if adjustments must be made later.
5. The schedule should be accompanied by a list of major assignments, followed by a note that daily work will also be assigned on a regular basis and that remedial (or extra credit) assignments will also be made, if necessary or desirable.
6. A formal bibliographical citation of the textbook(s) will provide a model for students to follow in preparing their assignments. A brief paragraph describing the strengths of the book(s) and indicating something about the authors will help students relate to it.
7. The last section of a syllabus might be a personal word of encouragement and support by the teacher. "If you need help, see me during the sixth period in the library. I know this is going to be an outstanding class and an exciting year because....Welcome to our adventure."
8. The syllabus is also helpful to homebound students and others who are unable to attend classes for an extended period of time.
9. An example of a course description or syllabus and expectations for students in a course is given in the appendix.

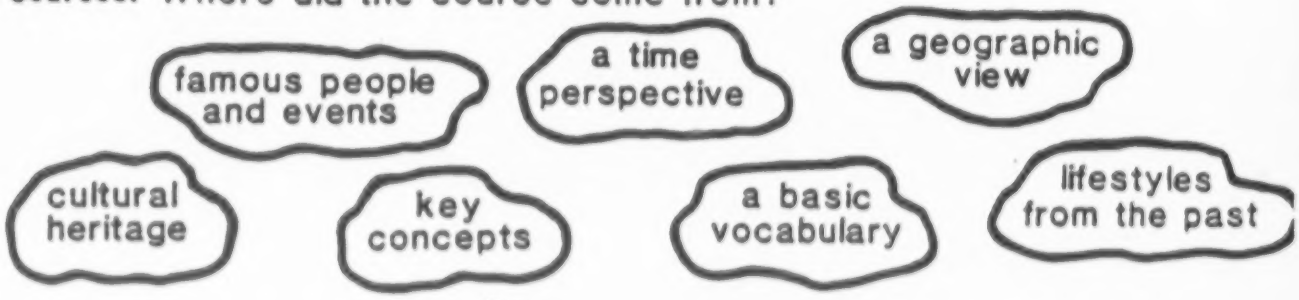
F. INTRODUCING STUDENTS TO THE COURSE AS A WHOLE

1. Some teachers devote one of the first days of a course to a discussion of how the course was designed, why a certain format was chosen, and what results are expected as the year progresses.
2. An example of a student handout to help this kind of a discussion at the beginning of a world history course is reproduced on the next page. It approaches the topic from three perspectives. First, what were the major sources for the content of this course? Second, how will a student go about the scheduled learning activities? Third, what should a student accomplish in this course?
3. Note that part three of the handout has blank spaces for each student to specify his or her personal goals in the course.

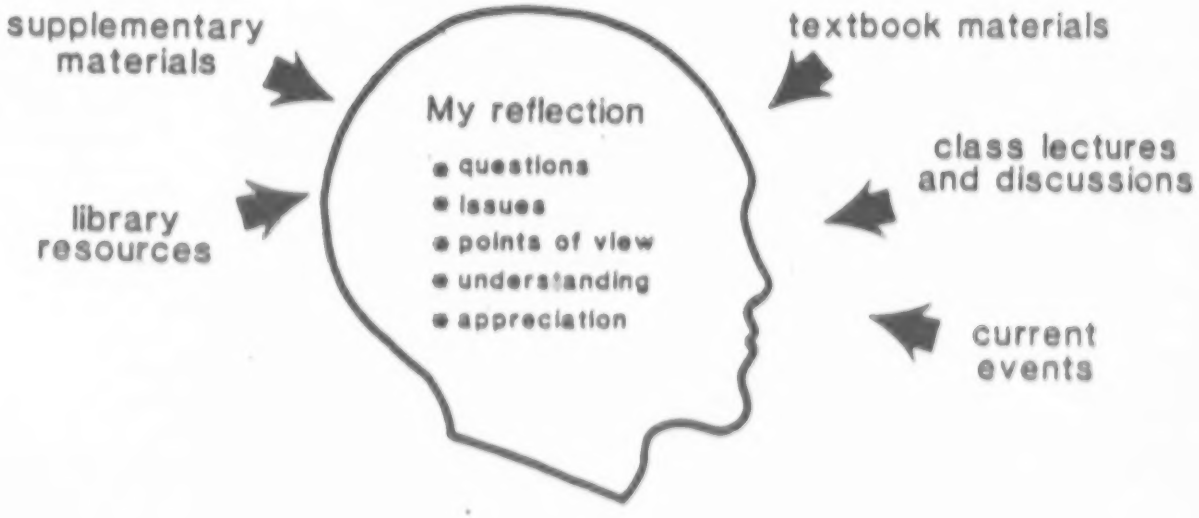
STUDYING HISTORY:

An Inside View of My History Course

The Sources: Where did the course come from?



The Course: What are the ingredients of a good course?



The Results: What should we accomplish in this course?

citizenship	basic skills in :	potential for continued growth

SEMINAR QUESTIONS

Name a course which you might like to teach. Think through each item suggested for preparing the course. How would you address each item for this hypothetical course?

How would you provide for course evaluation? What issues or topics would be of greatest concern to you? Which of these issues would be of most concern?

BIBLIOGRAPHY

Bibliography

Academic Preparation for College: What Students Need to Know and Be Able to Do, (New York: The College Board, 1983). This College Board publication features significant outcomes for various school disciplines. Its clear and direct style can be useful in planning any course or in thinking about the school-wide curriculum.

Arthur L. Costa, editor, Developing Minds: A Resource Book for Teaching Thinking, (Alexandria, Virginia: Association for Supervision and Curriculum Development, 1985). This readable, usable volume features dozens of short articles on teaching thinking in the classroom. Some of the essays define critical thinking while others suggest how to incorporate such skills in all the disciplines in the curriculum. An extensive bibliography, appendices, a glossary of terms and work sheets on thinking about thinking are included.

Leonard H. Clark and Irving S. Starr, Secondary and Middle School Teaching Methods, (New York: Macmillan Publishing Company, 1986). As a standard methods textbook, this piece serves the needs of both pre-service and in-service teachers. It surveys the most important areas of concern to any teacher in twenty chapters: the milieu and culture of the school, students and their learning techniques, management, lesson planning, a variety of methodologies and evaluation.

Pat Burke Guild and Stephen Garger, Marching to Different Drummers, (Alexandria, Virginia: Association for Supervision and Curriculum Development, 1985). In an attempt to shed light on the complexity of education, this book discusses style in schools, whether learning styles or teaching styles, supervision or evaluation styles, counseling styles or styles of communication. The authors give examples and then spend a few short chapters on how to recognize and make accommodations for differences in styles in schools. The lengthy list of references may also prove to be very useful.

Gary A. Griffin and Suzanne Millies, editors, The First Years of Teaching: Background Papers and a Proposal, (The University of Illinois at Chicago in cooperation with the Illinois State Board of Education, 1987). This volume features the papers presented at a three-day conference hosted by the University of Illinois at Chicago in September, 1986. It explored the nature of the first years of a person's career in teaching. Speakers addressed the need for support programs as well as initiation experiences and suggested ways in which the first years can be made rewarding.

Glen Hass, editor, Curriculum Planning: A New Approach, (Boston: Allyn and Bacon, Inc., 1987). Though the title leads the reader to believe that this is a standard textbook on curriculum, it is nothing of the sort. Hass has compiled an extensive anthology of contemporary readings on several areas of interest to teachers. The first section offers excerpts on factors that guide curriculum such as social forces, learning theory and human development. The second section includes readings on all levels of schooling: childhood education, middle school, high school and post-secondary education.

Ann Lieberman and Lynne Miller, Teachers, Their World, and Their Work: Implications for School Improvement, (Alexandria, Virginia: Association for Supervision and Curriculum Development, 1984). Lieberman and Miller provide one of the most articulate and insightful discussions of the experiences of teachers in schools. They highlight the social realities of teaching in both the elementary and secondary schools and the nature of school leaders and the prospects for change. Their objective is to help teachers think, organize and serve as actors in school change.

Donald E. Orlosky and B. Othanel Smith, editors, Curriculum Development: Issues and Insights, (New York: Rand McNally Publishing Company, 1978). This book of readings is older than the Hass volume. Yet its value to the teacher becomes evident when the range of its

approaches are noted: curriculum as a field of study, styles of curriculum theorizing, concepts and principles in curriculum, putting the curriculum to work, curriculum change and evaluation of the curriculum. Orlosky and Smith provide insightful introductory and summary sections.

George J. Posner, Field Experience: A Guide to Reflective Teaching, (New York: Longman, 1985). The theme of this small volume is that "experience and reflection equal growth" for teachers. Posner provides brief questionnaires and case studies that guide the pre-service teacher through the field experiences portion of a teacher education program. Exercises and examples of student work clarify the reflective process.

Louis J. Rubin, Artistry in Teaching, (New York: Random House, 1985). This book suggests that it is not enough for a teacher to master the technicalities and mechanics of the profession, but that it is also essential to be "artistic" about his/her work. He presents chapters on creativity, perception, attitude and intuition and concludes the book with a report concerning his own research on teaching as theater. It is an easy-to-read piece which offers teachers an interesting perspective to consider.

William H. Schubert, Curriculum: Perspective, Paradigm and Possibility, (New York: Macmillan Publishing Company, 1986). This synoptic text is one of the most complete in its consideration of current curricular issues. The volume is enriched by thoughtful quotations which precede each chapter and an incredibly extensive bibliography. The chapter of historical antecedents of contemporary curriculum is especially valuable.

David A. Squires, William G. Huitt and John K. Segars, Effective Schools and Classrooms: A Research-Based Perspective, (Alexandria, Virginia: Association for Supervision and Curriculum Development, 1985). This short volume surveys the current literature on the qualities and processes that are evident in effective classrooms and effective schools as

well as effective school leaders. Discussion of how to assess successful schools and how to improve schools is also featured.

Ralph W. Tyler, Basic Principles of Curriculum and Instruction, (Chicago: The University of Chicago Press, 1949). The "Tyler Rationale" has served as the dominant paradigm in education for the last forty years. His guidelines for organizing lessons, units and courses have influenced most practicing teachers. The questions Tyler proposes that teachers consider are: What educational purposes should the school seek to attain? How can learning experiences be selected which are likely to be useful in attaining these objectives? How can learning experiences be organized for effective instruction? How can the effectiveness of learning experiences be evaluated?

APPENDICES

Appendix A

LOG OF FIELD EXPERIENCES

Name _____
Expected Quarter For Student Teaching _____,19__

DATE(S) OF SERVICE	EDUCATIONAL SITE	DESCRIPTION OF EXPERIENCES

Appendix B

LOG OF FIELD EXPERIENCES

Name *Jill St. James*
Expected Quarter For Student Teaching *Spring*, 19*87*

DATE(S) OF SERVICE	EDUCATIONAL SITE	DESCRIPTION OF EXPERIENCES
30 Sept. 86	*Valley View High School*	*Met the Principal and Assistant Principal Had a brief conversation with the U.S. History teacher and Dept. Chairperson;*
5 Oct.		*Observed Ms. Barnes' U.S. History classes Periods 3, 4, 5, 7 and 8*
12 Oct.		*Observed the U.S. History classes again Talked about the lesson; also accompanied Ms. Barnes on her duty assignment during the Lunch period*
19 Oct.		*Observed only the 3rd and 7th periods- average ability students and honors students; talked about the nature of meeting the needs of both groups*
26 Oct.		*Began to plan a tutoring session for one of the students in the 3rd period-- needs help in preparation for the Constitution test; continue observation*
4 Nov.		*Plan reviewed with Ms. Barnes for tutoring Tutoring 4th period; continue observation*
11 Nov.		*Began to plan small group exercise on the War of 1812 for 7th period class; Observed another teacher in Dept.;*
18 Nov.		*Small group lesson executed; Tutored student passed Constit. Exam; Observation continues;*
25 Nov.		*Began to plan introductory lesson for 3rd period on the National Period, 1815-1850; probably an inquiry lesson in format;*
3 Dec.		*Reviewed plan for 3rd period lesson with Ms. Barnes; she recommended use of a sound filmstrip as well--previewed the A-V program*
10 Dec.		*Lesson for 3rd period; evaluation given by the class of lesson*

Appendix C

EVALUATION OF FIELD EXPERIENCES

On a scale from A to E (A being most positive, E being least positive), evaluate the field experiences in which you engaged during this course.

NAME _____

SITE OF FIELD EXPERIENCES _____

NUMBER OF HOURS ON SITE _____

COOPERATING TEACHER/SUPERVISOR AT THE SITE _____

I. SCHOOL OR SITE

	A	B	C	D	E
Your general attitude toward the school or site					
Your introduction to the institution, the process of becoming involved in its work					
Availability of information about the school or site					
General welcome you experienced at the school or site, willingness to answer your questions, engage in discussion					

Other comments:

II. THE STUDENTS WITH WHOM YOU WORKED

	A	B	C	D	E
General reception you experienced					
General behavior					
Behavior during work periods/classes					

Other comments:

III. SUPERVISORS/COOPERATING TEACHERS

A	B	C	D	E

Information they provided to you

Opportunities to discuss professional matters (materials, issues, concerns, alternative approaches about the work in which you engage, etc.)

Opportunities to engage in meaningful activities

Evaluation of your work

Other areas for comments:

IV. YOUR PERSONAL REACTION TO THE SITE/SCHOOL

A	B	C	D	E

Your general evaluation of the school or site

Contributions this experience made to understanding yourself as a student

Contributions this experience made to understanding yourself as a teacher

Contributions this experience made to understanding yourself as a person

Other comments:

V. Please describe your most valuable experience(s) during your time at this school or site.

VI. Describe the experience(s) you liked least or that provided the most difficult times at this school or site.

VII. What recommendations would you make for improving the field experiences in this course?

VIII. Would you recommend this school or site to other students who were looking for field experiences? Why? Why not?

APPENDIX D

SUPERVISOR'S EVALUATION OF FIELD EXPERIENCES

Field experiences are attached to the course requirements of most pre-service education courses. This can be a valuable time for pre-service teachers to discover their strengths and weaknesses and to learn effective techniques and constructive attitudes from master teachers. We appreciate your willingness to assist the pre-service teacher in this effort. Please take some additional time to provide some feedback about the nature of the field experiences and about the quality of the work of the pre-service teacher. Thank you for contributing to this educational endeavor.

SUPERVISOR/COOPERATING TEACHER_____

PRE-SERVICE TEACHER_____

I. FIELD EXPERIENCES
In what sorts of field experiences did the above-named pre-service teacher engage?

Type of Activity	Hours/class periods
(i.e.: Observing, tutoring, working with small groups, responsibility for part of a class-period, etc.)	

What additional experiences should be included in the time this pre-service teacher spends in the field?

II. PRE-SERVICE TEACHER EVALUATION

YES	NO	NA	
			1. The pre-service teacher was well-prepared for the activities in which he/she engaged.
			2. He/she was creative and enthusiastic about activities in which he/she engaged.
			3. He/she seemed to employ an appropriate amount of effort for the tasks.
			4. He/she was able to manage the learning environment--handle the paperwork, establish routines, follow appropriate disciplinary guidelines, etc.
			5. The pre-service teacher appeared to have a contemporary understanding of his/her discipline and/or educational theory and practice.
			6. He/she interacted successfully with the students.
			7. He/she interacted successfully with other teachers and administrators.
			8. He/she was able to contribute to the school/ educational environment.

III. If I were to evaluate the pre-service teacher with a letter grade, overall evaluation I would give is (please circle)

A B C D FAILURE

Please explain/comment:

IV. I would recommend that the pre-service teacher give additional attention to the following areas:

V. Comments on the University Program:

SIGNATURE_____ DATE_____

SCHOOL/INSTITUTION_____

ADDRESS_____

CITY_____ ZIP CODE_____ PHONE_____

SCHOOL SERVICES CHECKLIST FOR STUDENT TEACHERS

NAME _____ FREE PERIOD(S) _____

DEPARTMENT _____ STUDENT TEACHING DATES _____

*ATTENDANCE
Room ____
____Attendance Officer
____Attendance Office Personnel
____Attendance Procedures

*MAIN OFFICE
Location _____
____Main Office Personnel
____Mailroom
____Other Functions

MEDIA CENTER/LIBRARY
Location _____
____Librarian
____Audio-Visual Official
____Services Provided
____Practice in Using Equipment
____Examine the Printed Collection
____Examine the A-V Collection

SCHOOL SECURITY
Security Office _____
____Head Security Officer
____Services Provided
____Concerns/Responsibilities of Teachers

COUNSELING SERVICES
Room(s) ____
____Counseling Personnel
____Counselors
____Services Provided

OTHER IMPORTANT SERVICES
Location(s) _____
Services Provided _____
(e.g.: Departmental Offices, Custodians, Site-Specific Offices)

*DEAN'S OFFICE
Room ____
____Dean of Students
____Dean's Office Personnel
____Services Provided
In-School Suspension
____Disciplinary Procedures

PROGRAM/REGISTRAR'S OFFICE
Room ____
____Registration Procedures
____Record Keeping
____Program Changes
____Teacher Programs
____Registrar/Program Officer

ADMINISTRATIVE OFFICE(S)
Location(s) _____
____Line/Staff Officers
____Office Personnel

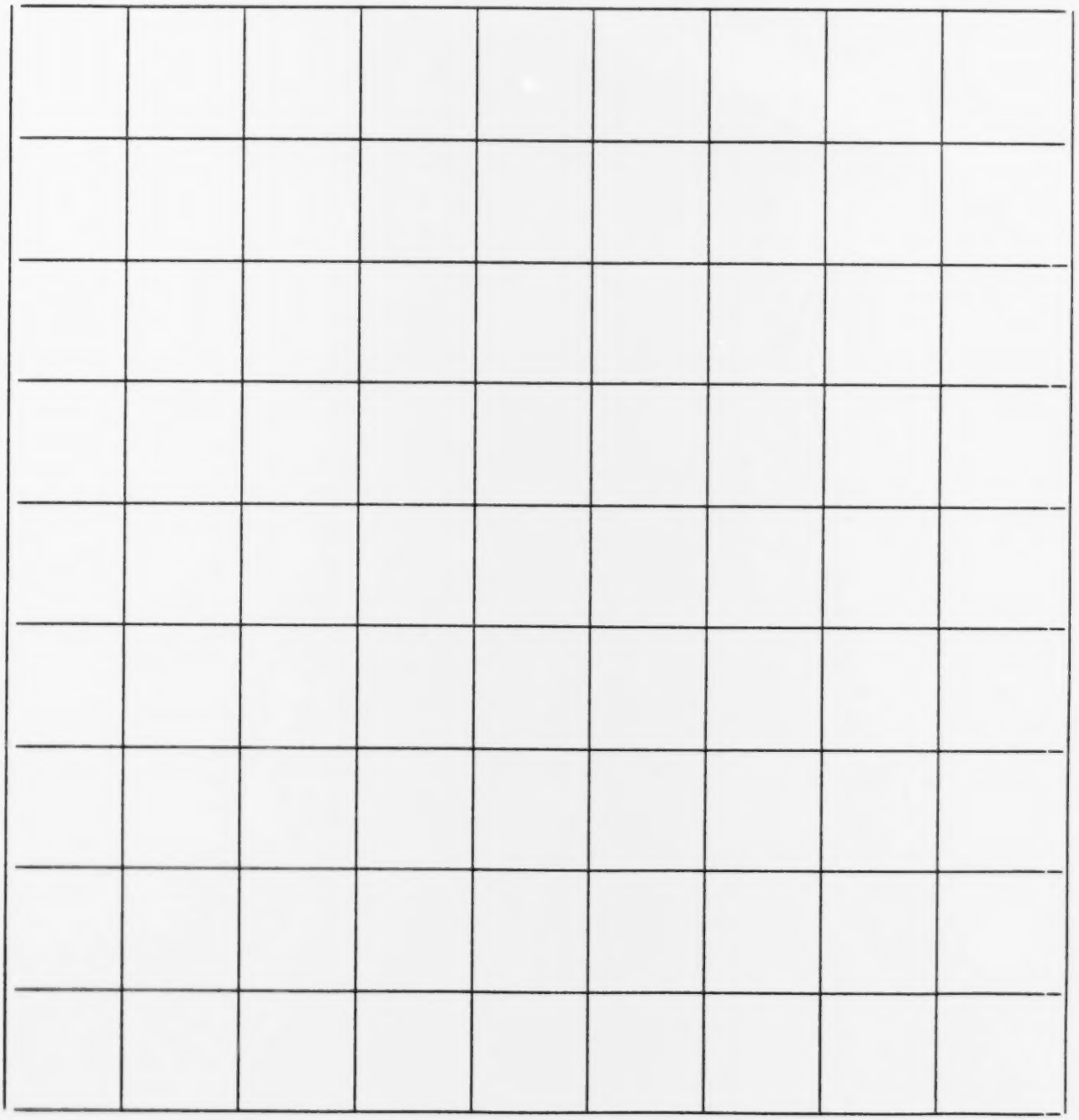
SPECIAL SERVICES
Location(s) _____
____Truant Officer
____School Nurse
____Social Worker
____School Psychologist
____Athletic Trainer

RESOURCE CENTER(S)
Location(s) _____
____Reading Lab
____Bi-Lingual Lab
____Foreign Language Lab
____Study Center(s)
____Auditorium/Theater
____Photography/Special Production Labs

Visit the locations that are marked with an asterisk first. Their service will be needed first during your Student Teaching experience. Interview personnel in each location to discover the services they provide.

SEATING CHART

TEACHER_____ PERIOD_____ROOM_____



CHECKLIST FOR OBSERVING A STUDENT TEACHER

Summary evaluation of:

Student Teacher _____

School _____

Class _____ Date _____

1. Rapport between teacher and pupils:

2. Attention to physical conditions:

3. Evidence of active pupil participation:

4. Organization and presentation of lessons:

5. Attention to individual needs:

6. Aptness in use of references, illustrative and resource materials:

7. Knowledge of subject matter:

8. Evidence of development of work habits:

9. Proper social control:

10. Comments:

TEXTBOOK_____

TEXTBOOK ANALYSIS

PUBLISHER_____DATE_____

What sources might the teacher consult to begin instructional planning?

Is there a statement about educational philosophy/or philosophy of history or history teaching? If so, what is it? If not, what seems to be the philosophical foundation of the text?

Do the authors/publisher list the goals/objectives that they may have for the text/course?

What topics/units/areas of study are covered? How much time is allotted? What is the apparent scope (how much is covered, to what extent)? Sequence (in what order)?

What activities/procedures/methods/instructional resources are suggested or provided? How are these items organized?

Are evaluation procedures offered? If so, what kind? If not, what techniques might be implied or usable for the teacher to evaluate achievement of goals/objectives?

What other points of interest can be listed about this textbook?

What other items attracted your attention?

What is your overall evaluation of this textbook? Why?

What factors might encourage you to choose this textbook for your course/department?

What other instructional resources would be needed, if this textbook is chosen for your course/department?

OFFICE OF THE DEAN OF ACADEMIC STUDIES

COURSE DESCRIPTION AND EXPECTATIONS 1987-88

COURSE TITLE_____ DEPARTMENT_____
GRADE(S)_____ INSTRUCTOR'S NAME_____
PREREQUISITES_____
LENGTH OF COURSE_____ CREDIT_____

COURSE OBJECTIVES:

TEXTBOOK(S):

COURSE CONTENT:

INSTRUCTIONAL TECHNIQUES EMPLOYED (including methods and supplementary materials):

EVALUATION:

EXPECTATIONS FOR STUDENTS:

ADDITIONAL INFORMATION:

OFFICE OF THE DEAN OF ACADEMIC STUDIES

COURSE DESCRIPTION AND EXPECTATIONS 1984-85

COURSE TITLE Foundations of U.S. History DEPARTMENT Social Studies
GRADE(S) 10th INSTRUCTOR'S NAME Maryhelen A. Matijevic
PREREQUISITES Recommendation or upper 20% of class
LENGTH OF COURSE One semester CREDIT One-half credit

COURSE OBJECTIVES:
- To examine the early history of the U.S. from prehistory to 1815
- To expose students to important documents in the foundation of our nation, and the associated analytical techniques
- To build the skills of historical research through participation in the Chicago Metro History Fair
- To pass the State-required exam on the U.S. and Illinois Constitutions
- To be prepared for the Advanced Placement course in U.S. History in 11th grade

TEXTBOOK(S):
People and Our Country
The American Republic
(to be distributed in class)

COURSE CONTENT:
- Prehistory of North America
- The Age of Exploration 16th C.
- The Colonial Period 1607-1770s
- The Revolutionary Era 1770-1781
- The Critical Period 1781-1789
- The Constitutional Period 1787-1789
- The Foundation of the Republic and the Early Presidency 1789-1815
- The War of 1812 1812-1815
- Introduction to and Preparation of a History Fair Project

INSTRUCTIONAL TECHNIQUES EMPLOYED (including methods and supplementary materials):
- text readings
- completion of worksheets
- handouts to read and analyze
- reading and analysis of documents, maps, charts
- historiographical excerpts
- viewing and analysis of A-V materials
- class assignments--written, oral
- library research
- some lecture
- some discussion
- some simulations, role playing
- cooperative group work on class assignments
- homework--including reading, some written and study work
- field trips
- guest lecturers

EVALUATION:
- quarter grade: class participation, class assignments, quizzes, exams, notebook (counted approx. 1/5 each in weight)
- final grade: 1/3 first quarter, 1/3 second quarter, 1/3 semester exam (History Fair Project--guidelines to be distributed)
- passing Constitution exam

EXPECTATIONS FOR STUDENTS:
- Attendance, promptness to class and with assignments, having materials in class every day, completion of homework in preparation for each day's class, maintenance of proper behavior at all times in class

ADDITIONAL INFORMATION:
- Conferences before/after class, before/after school, by appointment or when necessary